

COLLEGE ADDRESSES

All mail should be sent to:

Education Department
Massachusetts College of Liberal Arts
375 Church Street
North Adams, MA 01247-4100
(413) 662-5381

Address your correspondence to the appropriate office indicated below:

Admissions (Graduate)

Ms. Maria LaValley
Education Secretary
(413) 662-5381

Financial Aid

Ms. Elizabeth Petri
Director of Financial Aid
(413) 662-5219

Graduate Programs in Education

Dr. Ellen Barber
Chair, Education Department
(413) 662-5381

Bursar's Office

Mr. James Cozzaglio
Bursar
(413) 662-5230

Leadership Academy

Ms. Annette Allen
Leadership Academy Secretary
(413) 662-5382

Transcripts and Records

Ms. Andrea DeMayo
Director of Student Records and Registrar
(413) 662-5216

Licensure Officer

Ms. Susan Wismer
Licensure Officer, Education
(413) 662-5522

Undergraduate and Graduate Academic Information

Dr. Stephen Green
Vice President for Academic Affairs
(413) 662-5242

Continuing Education and Professional Development

Nicolas Spina
Associate Dean of Continuing Education
(413) 662-5543

Dr. Monica Joslin
Dean of Academic Affairs
(413) 662-5242

***MASSACHUSETTS COLLEGE
OF LIBERAL ARTS***

North Adams, MA

DRAFT

GRADUATE CATALOG

The policies and requirements represented in this catalog are those in place as of January, 2007

Dear Students:

Welcome to the wonderful community of Massachusetts College of Liberal Arts. I am looking forward to beginning another exciting year and I hope you will join us. As we continue to make MCLA an even stronger institution, you will notice a great deal of activity across the campus - and all of it is geared toward benefitting our most treasured resources - our students.

One of the most visible changes is the major renovation of Murdock Hall - the cornerstone of campus and our oldest building. The work being done in Murdock embraces its original purpose as an academic building while bringing it into the 21st Century with state-of-the-art technology. The project, which is expected to be completed during the spring, will feature beautiful study spaces, updated classroom, faculty offices, and wireless computer labs. I am certain you will be amazed with the results.

This new landmark building will serve as the perfect venue for the top-notch educational experience on which we pride ourselves. A recent federal grant totaling nearly \$2 million allows us to further expand academic programs and technical capabilities to meet the changing needs and interests of our students as well as the emerging needs of the world around us. In fact, the Fall 2005 incoming class is the first to benefit from a new program where students will come to campus equipped with laptops. And while we are technologically up-to-date, our small size fosters close-knit student/faculty interaction. We offer a challenging curriculum that provides flexibility to shape your own programs of study and encourages you to combine traditional course work with experiential learning including opportunities to study abroad at over 39 different colleges and countries.

Whatever your interest, you are certain to find a program that meets your needs. Massachusetts College of Liberal Arts, located in the beautiful Berkshire hills of western Massachusetts, is in the heart of an exciting cultural and artistic community with a natural environment that abounds with great opportunities for skiing, hiking, and a wealth of outdoor activities. Our students play an integral role in the surrounding community. Additionally, our alumni are making us proud through their important work around the world. I encourage you to visit MCLA, if you have not yet already done so, to learn more about all we have to offer. I look forward to seeing you as we kick off the 2005-2006 academic year.

Sincerely,

Mary K. Grant, Ph.D.
President

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Mission Statement

Massachusetts College of Liberal Arts is a public, residential, liberal arts college, which offers both undergraduate and graduate programs. Its distinctive purpose is to provide a high quality alternative to private liberal arts institutions at a lower cost.

Special features include selective admission, small classes, individualized attention, and academic excellence in an attractive college setting. A challenging curriculum provides flexibility for motivated students to shape their own course of study and encourages them to combine traditional coursework with experiential learning, such as internships, study abroad, and other field experiences. Working with a diverse student body in an intellectually challenging environment, MCLA faculty and staff develop liberally educated citizens with the knowledge, perspectives, critical thinking abilities, and values necessary to become active members of their communities and leaders in their chosen professions.

To accomplish this mission, we seek to develop curricula that integrate liberal arts and professional studies; affirm the value of excellent teaching and reward scholarly and creative activity; expand opportunities for experiential learning to include field experiences, community service, international programs and independent studies; create a campus community that fosters intellectual, cultural, social and recreational activities that enrich education and where the value and worth of all people are affirmed and celebrated; achieve greater diversity within our faculty, administration, staff, and student body; challenge students to succeed and support them in their efforts; and extend our cultural and educational resources to enhance the quality of life in the Berkshires.

Graduate Programs in Education Mission Statement

The Massachusetts College of Liberal Arts Graduate Programs in Education prepare individuals to assume leadership roles in their chosen fields, including master teachers, specialists, team leaders, and administrators.

The Graduate Programs view education as a culturally and socially complex, interactive and dialectical process. Diversity is perceived in its broadest and most positive sense; every learning community is diverse in that each participant belongs to multiple social, ethnic, cultural, political and historical groups. From this perspective, teaching and learning are perceived as an exchange in which participants construct, revise, and reflect upon knowledge through interpreting and negotiating meanings from the multiple perspectives, experiences, and interests each participant brings to the classroom. This process is linked to the belief that educators have a responsibility to engage themselves and their students as critical, knowledgeable and active members of a demographic society, working toward social justice within each individual's sphere of influence.

The Graduate Programs in Education at MCLA are firmly committed to fostering in students the following lifelong "habits of mind."

- C A continually evolving educational practice that connects teaching and learning to larger social purposes and fosters active participation in a pluralistic, democratic society
- C A critical approach to the chosen field of study and wide knowledge of its history, theories, philosophies, ideals, purposes, practices, and principles
- C The ability to engage in serious scholarship and sound research practices
- C The recognition that all knowledge is partial and value-laden; a willingness to engage in dialogue in order to construct knowledge collectively; and the ability to recognize a variety of viewpoints on any given subject
- C An active social conscience and social imagination
- C A conviction that educators serve a vital role in maintaining the ideals of a participatory democracy and in promoting social justice and the equitable reform of schooling

Accreditation Statement

Massachusetts College of Liberal Arts is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that the institution meets or exceeds criteria for institutional quality, which are periodically assessed through a peer review process. An accredited school or college has the resources necessary to achieve its stated purposes through appropriate educational programs, does so substantially, and gives reasonable evidence that it will continue to do so in the foreseeable future. Accreditation also requires the demonstration of institutional integrity.

MCLA Department of Education – Graduate Programs

Masters of Education

The Graduate Programs in Education have as their major goal the preparation of educational leaders who will provide and promote excellence as they work in their chosen fields. The programs afford a flexible structure for the preparation of individuals who wish to become master teachers, team leaders, and administrators. The Masters of Education program is designed to provide a background in foundations in education, curriculum development, instructional theory, and educational research. The total program is designed to prepare educators of excellence who can fulfill leadership positions in school and non-school settings. The program affords the students and their advisor considerable flexibility in designing a program consistent with their expressed educational objectives and career aspirations.

Specifically, the Education Department of Massachusetts College of Liberal Arts aims to prepare teachers who can motivate, challenge, and assist children in developing the knowledge, skills, and attitudes necessary for creative citizenship and effective living. The College recognizes the importance of subject matter knowledge as an essential cornerstone of effective teaching. It also believes that this content knowledge should be appropriate to the task of teaching students at the elementary school, middle school, and/or high school level.

Concentration areas are available in Special Education and Administration. Individualized areas of concentration may also be developed in other areas, such as Reading, Curriculum, Instruction, Psychosocial Conditions for Learning, or Conditions for Classroom Teaching and Learning. With advice, other concentrations may be developed, planned by the student in consultation with the graduate advisor. One of the unique features of the program is challenging students to become involved in the construction of their own graduate program and in the selection of learning experiences that are congruent with their developing needs and interests.

Leadership Academy

Massachusetts College of Liberal Arts offers an innovative Leadership Academy providing educators with the opportunity to complete 12 graduate credits in administration in just over two weeks. This residential program benefits educators who have a Master's Degree, a minimum of 3 years of K-12 experience and/or any school administrator who is seeking Educational Administrative Licensure. The Academy is a high quality program offering excellent professors and classes as well as personal attention. Credits toward administration licensure are approved by the Massachusetts Department of Education and are accepted via a reciprocal agreement with surrounding states. Participants may apply to their home state for licensure and are responsible for completing the licensure/certification process in their home state. Fees, tuition, prepractica, room and board and cultural activities are included in a single fee. Students are eligible to enroll in an administrative internship upon completion of the Leadership Academy.

Certificate of Advanced Graduate Studies (CAGS) in Educational Leadership

The CAGS program in Educational Leadership is intended to offer teachers, administrators, and other educators who possess a master's degree the opportunity to pursue educational and professional advancement. The program offers three concentrations under the Educational Leadership CAGS: Administration, Special Education, and Reading. In the concentrations of Administration and Reading, the program may lead to licensure by the Massachusetts Department of Education. A minimum of 33 approved graduate credit hours will be required for completion of the CAGS.

Professional Programs

Contact the Education Department at (413) 662-5381 for more information on specific programs.

State Approved Licensure Programs at the Graduate Level for Initial Licensure

Early Childhood Teacher	Pre-kindergarten - Grade 2
Elementary Teacher	Grades 1 - 6
Middle School Humanities	Grades 5 – 8
Middle School Mathematics/Science	Grades 5 - 8
Teacher of English	Grades 5 - 8 or 8 - 12
Teacher of History	Grades 5 - 8 or 8 - 12
Teacher of Political Science/Political Philosophy	Grades 5 - 8 or 8 - 12
Teacher of Mathematics	Grades 5 - 8 or 8 - 12
Teacher of General Science	Grades 5 - 8
Teacher of Physics	Grades 5 - 8 or 8 - 12
Teacher of Biology	Grades 5 - 8 or 8 – 12
Teacher of Business	Grades 5-12
Teacher of Instructional Technology	All Levels
Reading Specialist	All Levels
Teacher of Student with Moderate Disabilities	Pre - kindergarten - Grade 8 or Grades 5 – 12
Supervisor/Director	All Levels (Dependent upon teaching license)
Principal/Assistant Principal	Pre - kindergarten - Grade 6 or Grades 5 - 8 or Grades 9 – 12
Superintendent/Assistant Superintendent	All Levels
Special Education Administrator	All Levels

After successfully completing a licensure program at Massachusetts College of Liberal Arts, each candidate will be recommended to the Commonwealth for licensure and will have the following endorsement on her/his transcript:

This student has completed a State and NASDTEC approved program for (indicate license field, level and type) and is institutionally recommended in this field.

Nondiscrimination Policy

Massachusetts College of Liberal Arts is committed to maintain and promote a policy of nondiscrimination on the basis of race, creed, religion, color, gender, sexual orientation, age, disability, veteran status, marital status, and national origin. This policy incorporates by reference and where applicable the requirements of Federal Executive Orders 11246 and 11375 as amended; the Civil Rights Act of 1964 as amended; the Civil Rights Restoration Act of 1988; the Civil Rights Act of 1991; Title IX of the Higher Education Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974; and pertinent Laws, Regulations and Executive Orders; directives of the Board of Higher Education, the Board of Trustees of Massachusetts College of Liberal Arts and the Commonwealth of Massachusetts, and other applicable local, state, and federal statutes.

Information concerning the College's Affirmative Action Plan may be obtained from the Affirmative Action Office located in Mark Hopkins Hall, Room 1.

THE COLLEGE AND ITS HISTORY

Massachusetts College of Liberal Arts is the public liberal arts college of Massachusetts. As one of the nine state colleges within the Massachusetts Public Higher Education System, it is a small and primarily residential college of approximately 1,500 undergraduate students.

Surrounded by the beautiful mountains and valleys of Berkshire County, the College is located in North Adams, a city of about 15,500 in the northwest corner of Massachusetts, close to Vermont and New York state. North Adams is readily accessible by automobile from all parts of the Commonwealth (Boston is three hours away) eastern New York, and southern Vermont, and by regular bus service from Boston, Springfield, New York City, Troy, and Albany.

The College was founded in 1894 and was initially known as North Adams Normal School. The first student body numbered thirty-two women and three men. They were instructed by a faculty of four in a two-year diploma program for the preparation of teachers. The campus consisted of two buildings, now known as Murdock Hall and Smith House. In 1932 the Normal School became the State Teachers College at North Adams and was authorized to offer a four-year program leading to the Bachelor of Science in Education. In 1937 graduate courses leading to the degree Master of Education were added to the curriculum.

In 1960 the name of the College was changed to North Adams State College, signaling its newly-acquired authorization to also grant degrees in the liberal arts and professional fields. A period of rapid expansion began in 1968 after the establishment of the Board of Trustees of the Massachusetts State College System. By 1976 the student body had grown from 800 to over 2,000. As academic programs expanded, the physical plant was enlarged to now comprise 20 buildings, including a nearby and extensive athletic facility.

Throughout its history, Massachusetts College of Liberal Arts has stressed the dual importance of liberal education and professional preparation. In 1992, the College reaffirmed this emphasis on a strong liberal arts foundation for its professional programs. In recognition of its commitment to the liberal arts, it was officially named Massachusetts College of Liberal Arts on August 14, 1997.

ADMISSION

Massachusetts College of Liberal Arts seeks to admit candidates who wish to participate in a challenging academic life and who exhibit potential for growth. The admissions requirements and procedures are designed to assist the College in selecting qualified students who can benefit from the educational experience and contribute to the Massachusetts College of Liberal Arts community. The College also has a strong commitment to promoting diversity and strives to attract students from varying backgrounds.

Graduate Admissions Information

Application to Graduate Programs and/or Post-baccalaureate Licensure Programs:

Contact the Graduate Education Department (413) 662-5381

Appointment for Plan of Study meeting or Preliminary Transcript Review for Teacher Licensure:

Contact the Graduate Education Department (413) 662-5381

General Admission Requirements:

The requirements outlined below are intended as general guidelines. Please contact the Education Department for additional information or specific questions.

All students enrolled in graduate coursework must apply for formal admission to the graduate program. Please note the following:

- C Applicants must possess a bachelor's degree from an accredited institution; official transcripts of all undergraduate and previous study in institutions of higher education are required at the time of application.
- C Transcripts issued to the student are not acceptable.
- C A minimum undergraduate GPA of 3.0 is required for immediate matriculation. Students are required to successfully complete two core courses before enrolling in any other courses if the GPA is below 3.0.
- C The admission process has two steps:
 - S apply for admission and send packet to Education department;
 - S attend advising meeting and prepare a Plan of Study (reviewed and accepted by the Graduate Committee); teacher licensure candidates may request preliminary review of bachelor's degree to determine extent of preparation toward anticipated license. Teacher licensure candidates follow Plan of Study as prepared by Education Department.
 - S three letters of recommendation must be sent by people qualified to comment on scholastic aptitude and personal and professional promise; please do not submit letters from relatives.
- C Applications for admissions are received and reviewed on a continuous basis. Candidates are admitted provisionally based on the receipt of initial documents. Full admission is extended upon approval of the Plan of Study. A Plan of Study form is submitted after provisional acceptance is received.
- C International students should contact the Education Department directly.

Admission - M.Ed Program

Students will be admitted to the M.Ed. program on a provisional basis, following completion of an application and pending the approval of a Plan of Study. Acceptance for admission will be rescinded if the Plan of Study is not submitted for approval by the date specified in the provisional letter of acceptance and/or is rejected by the Graduate Committee. Should the Plan of Study be rejected, the student will have 30 days to meet with his/her graduate advisor to review the reason for rejection and discuss suggestions for revision.

Admission - CAGS Program

The application and admission process for MCLA's CAGS program is the same as the Masters in Education Program. Please note that courses that have been used toward any degree at any institution cannot be used toward the CAGS program at MCLA.

Admission - Internship or Practicum Program

Pre-Requisites for Admission to the Program

- C Completion of all pre-practicum requirements, as described in the Graduate Catalogue.
- C Completion of the application procedure in a timely and professional manner (see dates on application).
- C A professional practicum or practicum-internship position in a public or private school as evidenced by a letter from the chief executive officer (e.g., Superintendent).
- C Proof that there are students in attendance in a regular state approved elementary/secondary program.
- C Possession of a Teacher License and three years experience in the role and level of that License.
- C Completion of three pre-practica at Massachusetts College of Liberal Arts

ADMISSION

Application Process for Internship or Practicum Program

Admission is by application only (forms are separate and may be obtained through the Education Office). The following materials should be submitted:

- C Vita or professional resume.
- Copy of Teachers License and letter from appropriate school official documenting three years, or more, of experience in the area of licensure.
- Official transcripts documenting completion of one-half of all pre-practicum experiences and/or section k waivers.
- Documentation of the district's approval of release time as defined above to an intern or practicum assignment in the form of a letter from the chief school officer. A block grid schedule of classes showing release time and a plan to document the hours in administrative duties.
- Letter of support from the administrator responsible for supervising the intern and a copy of the supervisor's administrative license.
- The proposal - Plan of the proposed intern activities, time frames, site of internship assignment and other pertinent information must be submitted with specific objectives and a strategy for implementing and evaluating the experience is required. The proposal should deal with the following areas of administrative concern; leadership, administration, equity, community relationships and professional responsibilities, among others but must reflect the standards for Massachusetts Licensure. The proposal should show that the intern is performing generic broad-based administrative duties. Narrowly focused internships, such as chairing a department or directing a single program will only be acceptable when accompanied by **extensive** school-wide, broad-based, multi-curriculum, multi-area additional administrative experience.
- Those seeking the Massachusetts Supervisor/Director license may have a narrowly focused internship or practicum that would reflect the nature of that license and the level of the pre-requisite license.
- All of the above materials, including the proposal, must be received before a place in the program can be confirmed. Due dates for all materials for persons seeking internships in upcoming semesters are noted on the Internship/Practicum Application Form.

Student Responsibility

It is the student's responsibility to assure that all application and support materials have been received by the Graduate Office. In addition, each student is personally responsible for completing all requirements established for his/her degree or licensure. And, although a graduate advisor works closely with each graduate student to assist in the development of the student's program of study and in the appropriate selection of courses, it is ultimately the student's responsibility to articulate and write the rationale, formulate clear learning objectives, and demonstrate the relationship between stated objectives and selected courses for his/her program of study. The student should also consider it her/his responsibility to make and to retain a copy of major course products - e.g., papers, projects, written assignments - as well as any correspondence with instructors and the Graduate Office.

Detailed Instructions for Completing the Application Process:

- C Submit the application form
- C Send official transcript/s to MCLA, Education Department 375 Church Street, North Adams, MA 01247
- C Request three recent (within a year) recommendations from people who can attest to your scholastic aptitude, personal and professional promise and ability to work with students and colleagues in schools.
- C Submit your professional essay and updated vita or resume
- C After you receive your provisional acceptance letter from the Dean of Academic Affairs, make an appointment to meet with a graduate advisor and prepare a Plan of Study. Submit with any additional supporting materials
- C If your application file has no activity for a period of three months, it will be discarded.

Criteria of Admission and the Review Process

Review of applications occurs in two steps. Once your application packet (form, essay, transcripts, and three letters of recommendation) is complete, the Chair of the Education Department and Dean of Academic Affairs review the packet and send you a letter requesting that you make an appointment with a member of the Graduate Education Department and prepare a Plan of Study with supporting essay. After you submit that Plan, the graduate faculty will review your file and verify that you have a bachelors degree granted from an accredited institution with at least a 3.0 GPA. If the GPA requirement is not met, consideration is given to the date of the degree, specific academic record (e.g., courses taken, grades earned in particular coursework) the quality of the professional essay and statement of goals, professional experience and references. If you do not meet the minimum GPA requirement, you must complete two "core" courses at MCLA before taking any other courses in your respective programs.

When all criteria are met and the members of the Graduate Education Committee approve the application proposal, the recommendation for acceptance is forwarded to the Dean of Academic Affairs. The Dean informs each applicant of acceptance by letter and the Education Department then assigns an advisor.

ADMISSION

Program Changes and Withdrawals

Students may make no changes in the Plan of Study without approval. A Plan of Study Amendment Form is available for this purpose. Teacher licensure candidates must follow a DOE approved program. Withdrawal from the graduate program is effected through a letter to the Department Chair relating one's intention to withdraw. Students who are inactive for a period of one and one-half years will be administratively withdrawn.

Transfer Credit

Students who have completed graduate work at another recognized institution may transfer it to MCLA to apply toward the completion of a graduate program under the following provisions:

- C The credits must be from an accredited graduate program, be of graduate level at the school where taken and have a minimum grade of "B" or equivalent to a 3.0.
- C The credits must have been earned within five years prior to the time of the student's admission to this institution as a graduate student.
- C The credits must fit into the student's Plan of Study. That is, the courses must be consistent with the expressed rationale and objectives that the student has written for her/his area of concentration and overall program of study.
- C No more than six credits will be accepted at time of matriculation. No more than an additional 9 credits might be accepted after matriculation, depending upon approved plan of study."
- C Students seeking transfer credit approval must complete the Off-Campus Course Approval form available in the Education Department.
- C An official transcript must be sent to the Graduate Office upon completion of the course.
- C Transfer credit is allowed to fulfill no more than half of any licensure program course credits.
- C The Graduate Curriculum Committee of the Education Department reserves the right to approve or reject any request for transfer credits. Students will be notified in writing whether or not credit has been accepted.

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EXPENSES & FINANCIAL AID

Graduate Tuition and Fees

	<u>Spring 2007</u>	<u>Summer 2007</u>
Tuition	\$160 per credit	\$ 175 per credit
Fees	\$40 per credit	\$ 40 per credit

Please note that all tuition and fees published in this catalog are subject to change without notice.

Payment of College Bills

Bills will be mailed prior to the beginning of each semester and must be received in the Bursar's Office by the due date on the invoice. Checks are payable to Massachusetts College of Liberal Arts. The College offers a budget plan for the graduate program for the fall and spring semesters. Information concerning charges and budget plans may be obtained by contacting the Bursar's Office at (413) 662-5230. The College also accepts Visa, Mastercard, and American Express for payment. Payments not received by the due date will be subject to a \$75.00 late fee.

Refund Policy

Official withdrawal from the College prior to the first day of classes (official opening) a student receives a refund of 100%. All refunds for official withdrawal from the College after the start of school are determined on a pro-rata basis up to the 60% point of the semester. Pro-rata refunds are calculated by determining the percentage of the semester that has been completed up to and including the official date of withdrawal. Based on this calculation, the College determines the amount of financial aid that is unearned and is responsible for returning any portion necessary to the appropriate financial aid programs. Repayment is made to the Federal programs in the following order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loan, Federal Plus Loan, Federal Pell Grant and Federal Supplemental Educational Opportunity Grant. Any remaining credit balances will then be returned to state, institutional and student resources, in that order. Please note withdrawal from the College could result in a balance owed to the College for Federal aid that must be returned to the above programs. No refund will be made after the 60% point of the semester.

Outstanding Obligation

Official transcripts will not be issued for students or former students who have an outstanding obligation to the College. Such obligations may include but are not necessarily limited to: unreturned books or fines due in the library, unpaid tuition or fees, or outstanding parking tickets.

Health Insurance

Please note that graduate students enrolled in 7 or more credits are required to either waive or accept enrollment in MCLA Student Health Insurance Plan.

Financial Aid

Students matriculated into the graduate program at Massachusetts College may apply for Federal Student Loans to assist with the cost of attendance. As a graduate student, you must be enrolled in at least five credit hours of study and officially accepted into the graduate program and have an approved plan of study on file to be eligible (provisional acceptance does not qualify). In addition, you must complete the Free Application for Federal Student Aid (FAFSA) and Massachusetts College Institutional Application. Upon completion of the required application materials, the Financial Aid Office will notify you of your eligibility and provide you with the necessary information to complete the loan process. If you have any additional questions, please feel free to contact the Financial Aid Office at (413) 662-5219.

PROGRAM REQUIREMENTS

TEACHER LICENSURE

WITH OPTIONAL M.ED.

PROGRAMS AVAILABLE

- TEACHER OF STUDENTS WITH MODERATE DISABILITIES**
- TEACHER OF INSTRUCTIONAL TECHNOLOGY**
- EARLY CHILDHOOD TEACHER LICENSURE**
- ELEMENTARY CHILDHOOD TEACHER LICENSURE**
- MIDDLE SCHOOL MATH AND SCIENCE TEACHER LICENSURE**
- MIDDLE SCHOOL HUMANITIES TEACHER LICENSURE**
- MIDDLE SCHOOL TEACHER LICENSURE**
- (Biology, English, General Science, History, Mathematics, Physics, Political Science/Political Philosophy)**
- SECONDARY TEACHER LICENSURE**
- (Biology, Business, English, History, Mathematics, Physics, Political Science/Political Philosophy)**

General Information for All Teacher Licensure Candidates

The Education Department offers programs leading to licensure of teachers wishing to (1) teach at the Early Childhood, Elementary, Middle School, and Secondary Levels or (2) teach Biology, Business, English, General Science, History, Mathematics, Physics, Political Science/Political Philosophy at the middle school and/or secondary level or (3) teach Instructional Technology, Students with Moderate Disabilities. All license programs require that students have completed a major in the Liberal Arts and Sciences with a major appropriate to the level of licensure. It is required that students meet with the License Officer or Department Chair for a review of BA/BS transcripts.

Students who have completed requirements for licensure will be able to:

- C plan curriculum and instruction
- C deliver effective instruction
- C manage classroom climate and operation
- C promote equity
- C meet professional responsibilities

The objective of the education program is to provide a balanced blend of theory and practice so that a student will graduate with a solid foundation from which to begin a teaching career. The Education Department prepares students in the knowledge and skills needed to become effective teachers. A network of mentor teachers associated with the College affords the pre-professional student the opportunity to apply educational theories in a variety of settings. Students seeking licensure must complete the state-approved license program in education.

LICENSE	LEVEL
Early Childhood Teacher	Pre K-2
Elementary Teacher	1-6
Middle School Teacher	5-8
Teacher of Biology	5-8, 8-12
Teacher of Business	5-12
Teacher of English	5-8, 8-12
Teacher of General Science	5-8
Teacher of History	5-8, 8-12
Teacher of Humanities	5-8
Teacher of Mathematics	5-8, 8-12
Teacher of Mathematics/Science	5-8
Teacher of Physics	5-8, 8-12
Teacher of Political Science/ Political Philosophy	5-8, 8-12
Teacher of Students with Moderate Disabilities	PreK-8, 5-12
Teacher of Instructional Technology	All levels

PROGRAM REQUIREMENTS TEACHER LICENSURE WITH OPTIONAL M.ED.

Teacher Licensure by the Commonwealth of Massachusetts

To comply with Federal regulations, Massachusetts requires that individuals who want to obtain teacher licensure in the State must pass the Massachusetts Tests for Educator Licensure. Initial licensure is granted by the Commonwealth of Massachusetts to individuals who have completed approved programs of study and received passing scores on the Massachusetts Tests for Educator Licensure. Massachusetts College of Liberal Arts, through the Education Department, offers programs that license regular classroom teachers in Early Childhood (Pre K-2), Elementary (1-6), Middle School (5-8), and Secondary School (8-12).

Regulations governing early childhood and elementary teacher preparation adopted by the Massachusetts Department of Education were effective October 1, 2003. The new regulations affect students graduating after October 1, 2003. The new regulations require preparation program curricula to include upper and lower level arts and sciences coursework, including: composition, American and world literature, U.S. and world history, economics, geography, child development, science laboratory work, and mathematics and science coursework appropriate for the elementary school teacher. These subjects are included on the Massachusetts Test for Educator Licensure and follow the Massachusetts Curriculum Frameworks. For those who are pursuing licensure for grades 5-8 and 8-12, a major or strong minor is required for preliminary baccalaureate work. Candidates must pass the Communication/Literacy portion of the Massachusetts Tests for Teacher Licensure and the appropriate content area exam.

MCLA Pass Rates on the Massachusetts Tests for Educator Licensure during the 2003-2004 year

Basic Skills – 98%
Academic Content Area - 99%
Total Pass Rate - 98%.

Candidates for licensure are required to complete prepracticum and practicum work at a variety of schools in Berkshire County. All school districts require the completion of a CORI (Criminal Offender Record Information). In addition, some school districts may require completion of a SORI (Sexual Offender Record Information) check as well as evidence of inoculations and fingerprinting. CORI forms can be obtained from the MCLA Licensure Officer (413-662-5522) or from any field placement site.

When applying for licensure, please be advised that Massachusetts Department of Education may refuse to provide a teaching license for an individual who is convicted as an adult of a felony. Concealment or misrepresentation of information required on the CORI form may result in denial of recommendation for licensure

Students who have not yet attained teacher licensure in any state may apply for a Massachusetts approved licensure program at the graduate level. Candidates must hold an earned bachelor's degree in an approved area for their respective licensure area and meet with the licensure officer or Department Chair to determine whether or not content area requirements have been met during previous studies.

Technology Requirement: The Massachusetts Department of Education requires that students demonstrate their ability to use technology appropriately. Demonstration of skills related to personal and pedagogical expertise is required prior to beginning the professional semester.

Teacher licensure candidates must pass all required parts of the Massachusetts Tests for Educator Licenses (MTEL) prior to beginning student teaching/internship. Please note that scores are returned from the testing company approximately six weeks after taking each test.

PROGRAM REQUIREMENTS

TEACHER LICENSURE

WITH OPTIONAL M.ED.

TEACHER OF STUDENTS WITH MODERATE DISABILITIES; INITIAL LICENSE (PreK-8, 5-12) Requirements

RDNG 710	Literacy Assessment I (if Children's Lit. requirement met)	3 cr
RDNG 711	Literacy Assessment I Pre-practicum	*1 cr
RDNG 616	Language Acquisition and Development	3 cr
RDNG 617	Language Acq. & Dev. Pre-Practicum	*1 cr
SPED 601	Children & Adol. with Special Needs	3 cr
SPED 602	Child & Adol Special Needs Pre Prac.	*1 cr
SPED 622	Modification of Curriculum	3 cr
SPED 623	Modification of Curriculum: Pre Prac.	*1 cr
SPED 624	Collaboration and Consultation	3 cr
SPED 625	Collaboration & Consultation Pre Prac.	*1 cr
SPED 630	Assessment of Learning Problems & The Development of IEPs	3 cr
SPED 711	Practicum, Special Education	6 cr
or SPED 710	Internship, Special Education (In the role of the license sought)	

Choose One Course in Children's Literature:
 RDNG 749 Children's Literature Awards & Prizes 3 cr
 (required)
 or RDNG 722 Critical Issues in Literature
 or EDUC 731 Teacher as Critic: Children's Literature

TOTAL LICENSURE REQUIREMENTS (MDSE)30**

MASTER OF EDUCATION WITH CONCENTRATION AS TEACHER OF STUDENTS WITH MODERATE DISABILITIES (PREK-8, 5-12) Requirements

Teacher of Students with Moderate Disabilities Initial License Requirements	30 cr
EDUC 702 Ethics and the Foundations of Schooling	3 cr
EDUC 717 Cur. Theory & Democratic Practice	3 cr
EDUC 719 Multicultural Education	3 cr
EDUC 783 Philosophies & Methodologies of Inquiry	3 cr
EDUC 784 Inquiry Seminar	<u>3 cr</u>

TOTAL M.ED. & LICENSURE REQUIREMENTS 45

* Students are to select three (required amount) prepracticum within the required licensure courses.
 ** The total number reflects the three required prepracticum credits

INSTRUCTIONAL TECHNOLOGY INITIAL LICENSURE (All Levels) Requirements

ITEC 601	Foundations of Educational Technology	3 cr
or ITEC 603	Teaching & Learning with Technology	
or	Permission of the instructor	
ITEC 701	Technology for Special Needs	3 cr
ITEC 703	Technology Evaluation and Assessment	3 cr
ITEC 705	Leadership in Instructional Technology	3 cr
ITEC 707	Information and Media Literacy	3 cr
ITEC 713	Multimedia Instruction in Content Areas	3 cr
or ITEC 715	Special Topics in Instructional Tech	
ITEC 711	Practicum in Instructional Technology	3 cr
	(permission of instructor required - Individuals with teaching positions can substitute a mentored teaching experience for this requirement)	

Portfolio demonstrating program competencies

TOTAL ITEC LICENSURE REQUIREMENTS 18-21

MASTER OF EDUCATION WITH CONCENTRATION IN INSTRUCTIONAL TECHNOLOGY

ITEC Licensure Requirements	18-21 cr
EDUC 702 Ethics and the Foundations of Schooling	3 cr
EDUC 717 Curriculum Theory & Democratic Practice	3 cr
EDUC 719 Multicultural Education	3 cr
EDUC 783 Philosophies & Methodologies of Inquiry	3 cr
EDUC 784 Inquiry Seminar	<u>3 cr</u>

TOTAL M.ED. & LICENSURE REQ. 33- 36

PROGRAM REQUIREMENTS TEACHER LICENSURE WITH OPTIONAL M.ED.

EARLY CHILDHOOD INITIAL LICENSURE (PreK-2)

Overview of Plan of Study

Candidates for initial licensure must have completed or plan to complete coursework in the following areas:

- C Children’s Literature
 - C Early literacy including genres, literary elements, literary techniques, and vocabulary
 - C Mathematics including principles and concepts related to elementary mathematics
 - C Physical science*
 - C Life science*
 - C History, geography, government and economics;
 - C Creative arts
 - C Health or First Aid and CPR
 - C Physical Education
 - C Child Development or Developmental Psychology
- *at least one science must include a laboratory requirement

The early childhood education program prepares teachers of young children pre-kindergarten through second grade. The curriculum stresses the synthesis of theory and practice. Significant theories of child development and their practical implementation in group settings are studied. Also studied are different techniques of working effectively with individual and group behavior while stressing the teaching of mainstreamed children with special needs. The use of teaching materials for infants, toddlers, Pre-K, K, and grades 1-2 in all curriculum areas are presented. The curriculum stresses diverse values and various teaching and learning styles that are an important part of our multicultural society.

Students in the early childhood education program are prepared to teach and work in settings such as public schools (Pre K-2), day care centers, nursery schools, and other group settings. With additional experience, early childhood graduates can qualify as lead teachers, as consulting resource teachers for special needs children, or as child-care workers in institutional settings. The curriculum provides a solid foundation for students who wish to seek state licensure as teachers of young children with special needs and Lead Teacher, Preschool (OFC).

Formal application for admission into the Professional Semester (Student Teaching) requires an overall 2.8 GPA, with no grade below a C in required Education licensure courses, an assessment of oral and written communication skills, prior to enrolling in a practicum, all candidates for teaching or administrative license will be required to receive passing scores on the Massachusetts Tests for Educator Licensure (MTEL) appropriate to the license they are seeking, three recommendations, and a successful interview. Upon completion of the ECHE program, the student is eligible for initial licensure (Pre K-2).

Requirements

EDUC 702	Ethics and the Foundations of Schooling (prerequisite or corequisite for program)	3 cr
EDUC 603	Program Develop. for 3, 4, 5 year olds	3 cr
EDUC 638	Reading & Language Arts	3 cr
EDUC 639	Reading & Lang. Arts Pre-Practicum	1 cr
EDUC 640	Curriculum Theory & Design for ECHE	3 cr
EDUC 641	Cur. Theory & Design Pre-Practicum	1 cr
EDUC 648	Teaching Strategies	3 cr
EDUC 649	Teaching Strategies Pre-Practicum	1 cr
EDUC 678	Young Child with Special Needs	3 cr
EDUC 679	Young Child Special Needs Pre-Prac.	1 cr
EDUC 654	Seminar—Student Teaching	3 cr
EDUC 652	Practicum PreK-K	3 cr
EDUC 653	Practicum Grades 1-2	<u>6 cr</u>

TEACHER INITIAL LICENSURE IN EARLY CHILDHOOD EDUCATION **34**

MASTER OF EDUCATION WITH INITIAL LICENSURE AS EARLY CHILDHOOD TEACHER (PREK-2)

Requirements

Early Childhood Initial License Requirements	34 cr	
EDUC 717	Cur. Theory & Democratic Practice	3 cr
EDUC 719	Multicultural Education	3 cr
EDUC 783	Philosophies & Methodologies of Inquiry	3 cr
EDUC 784	Inquiry Seminar	<u>3 cr</u>

TOTAL EARLYCHILDHOOD INITIAL LICENSURE AND M.ED. **46**

PROGRAM REQUIREMENTS

TEACHER LICENSURE

WITH OPTIONAL M.ED.

ELEMENTARY INITIAL LICENSURE (1-6)

Overview of Plan of Study

Candidates for initial licensure must have completed or plan to complete coursework in the following areas:

- C Children’s Literature/Adult Literature
- C Early literacy including genres, literary elements, literary techniques, and vocabulary
- C Mathematics including principles and concepts related to elementary mathematics
- C Physical science*
- C Life science*
- C United States history including Massachusetts history, political principles, and ideals
- C World history or Western Civilizations
- C Economic principles and concepts
- C Geographical principles and concepts
- C Political Science/Government
- C Creative Arts
- C Health or First Aid and CPR
- C Physical Education
- C Child Development

*At least one science must include a laboratory requirement.

The elementary education curriculum prepares students to become educated and competent elementary school teachers. The curriculum emphasizes a well rounded education, early and continuous field experiences, and the study of research and knowledge related to effective teaching and learning of children.

Formal application for admission into the upper division program (Professional Semester) requires an overall 2.8 GPA, with no grade below a C in required Education licensure courses, prior to enrolling in a practicum all candidates for teaching or administrative license will be required to receive passing scores on the Massachusetts Tests for Educator Licensure (MTEL) appropriate to the license they are seeking, three recommendations, and a successful interview.

Upon completion of the ELEM program, the student is eligible for initial licensure (1-6).

Requirements

EDUC 702	Ethics and Foundations of Schooling (Pre-req or co-req for the program)	3 cr
EDUC 601	Teaching Children with Special Needs	3 cr
EDUC 602	Teaching Child. Special Needs Pre-Prac.	1 cr
EDUC 638	Reading and Language Arts	3 cr
EDUC 639	Reading & Language Arts PrePracticum	1 cr
EDUC 642	Curriculum and Instruction ELEM	3 cr
EDUC 643	Curriculum & Instruction Pre-Practicum	1 cr
EDUC 648	Teaching Strategies	3 cr
EDUC 649	Teaching Strategies Pre-Practicum	1 cr
EDUC 656	Practicum Grades 1-6	9 cr
EDUC 657	Seminar—Student Teaching	<u>3 cr</u>

TOTAL TEACHER LICENSURE IN ELEM ED 31

MASTER OF EDUCATION WITH INITIAL LICENSURE AS ELEMENTARY TEACHER (1-6)

Requirements

Elementary Initial License Requirements	31 cr	
EDUC 717	Cur. Theory & Democratic Practice	3 cr
EDUC 719	Multicultural Education	3 cr
EDUC 783	Philosophies & Methodologies of Inquiry	3 cr
EDUC 784	Inquiry Seminar	<u>3 cr</u>

**TOTAL ELEMENTARY INITIAL LICENSURE AND
M.ED. 43**

PROGRAM REQUIREMENTS TEACHER LICENSURE WITH OPTIONAL M.ED.

MIDDLE SCHOOL INITIAL LICENSURE

Mathematics and Science Overview of Plan of Study

Candidates for initial licensure must have a bachelor's degree with a major in mathematics or science or two minors in mathematics and/or science and have completed or plan to complete coursework in the following areas:

- C General science including intermediate knowledge of biology; chemistry and physics*
- C History and philosophy of science
- C Methods of research in science
- C Mathematics including algebra, Euclidian geometry, trigonometry, discrete/finite mathematics, introduction to calculus
- C History of mathematics
- C Use of technology
- C Adolescent or Developmental Psychology

*At least one science must include a laboratory requirement.

The middle school education program prepares students to become educated and competent middle school teachers. The curriculum emphasizes a solid education, early and continuous field experiences, and professional knowledge related to providing effective teaching and learning for the preadolescent.

Formal application for admission into the upper-division program (Professional Semester) requires an overall 2.8 GPA, an assessment of oral and written communication skills, prior to enrolling in a practicum all candidates for teaching or administrative license will be required to receive passing scores on the Massachusetts Tests for Educator Licensure (MTEL) appropriate to the license they are seeking, three recommendations, and a successful interview. Upon completion of the MDSE program the student is eligible for initial licensure (5-8).

Requirements

EDUC 702	Ethics and Foundations of Schooling (Pre-req or co-req for the program)	3 cr
EDUC 607	Teaching Adolescents Special Needs	3 cr
EDUC 608	Teaching Adolescents Pre-Practicum	1 cr
EDUC 636	Reading in the Content Area	3 cr
EDUC 637	Reading in the Content Area Pre-Prac.	1 cr
EDUC 644	Curriculum & Instruction MDSC	3 cr
EDUC 645	Curriculum & Instruction Pre-Practicum	1 cr
EDUC 650	Teaching Strategies	3 cr
EDUC 651	Teaching Strategies Pre-Practicum	1 cr
EDUC 680	Practicum in the Content Area - MDSC	9 cr
EDUC 681	Seminar—Student Teaching	<u>3 cr</u>

TOTAL MIDDLE SCHOOL INITIAL LICENSURE 31

MASTER OF EDUCATION WITH INITIAL LICENSURE AS MIDDLE SCHOOL TEACHER (5-8)

Requirements

Middle School Initial License Requirements	31 cr	
EDUC 717	Cur. Theory & Democratic Practice	3 cr
EDUC 719	Multicultural Education	3 cr
EDUC 783	Philosophies & Methodologies of Inquiry	3 cr
EDUC 784	Inquiry Seminar	<u>3 cr</u>

TOTAL MIDDLE SCHOOL INITIAL LICENSURE AND M.ED. 43

PROGRAM REQUIREMENTS

TEACHER LICENSURE

WITH OPTIONAL M.ED.

MIDDLE SCHOOL INITIAL LICENSURE

Humanities

Overview of Plan of Study

Candidates for initial licensure must have a bachelor’s degree with a major in English, history or political science/political philosophy or two minors in those areas listed and have completed or plan to complete coursework in the following areas:

- C English including American and British literature, language and composition
- C History including United States history, world history, geography, economics and government
- C Adolescent or Developmental Psychology

The middle school education program prepares students to become educated and competent middle school teachers. The curriculum emphasizes a solid education, early and continuous field experiences, and professional knowledge related to providing effective teaching and learning for the preadolescent.

Formal application for admission into the upper-division program (Professional Semester) requires an overall 2.8 GPA, an assessment of oral and written communication skills, prior to enrolling in a practicum all candidates for teaching or administrative license will be required to receive passing scores on the Massachusetts Tests for Educator Licensure (MTEL) appropriate to the license they are seeking, three recommendations, and a successful interview. Upon completion of the MDSE program the student is eligible for initial licensure (5-8).

Requirements

EDUC 702	Ethics and Foundations of Schooling (Pre-req or co-req for the program)	3 cr
EDUC 607	Teaching Adoles. with Special Needs	3 cr
EDUC 608	Teaching Adoles. Special Needs Pre-Prac.	1 cr
EDUC 636	Reading in the Content Area	3 cr
EDUC 637	Reading in the Content Area Pre-Prac	1 cr
EDUC 644	Curriculum and Instruction for MDSC	3 cr
EDUC 645	Curriculum & Instruction Pre-Prac.	1 cr
EDUC 650	Teaching Strategies	3 cr
EDUC 651	Teaching Strategies & Pre-Practicum	1 cr
EDUC 680	Practicum in the Content Area - MDSC	9 cr
EDUC 681	Seminar—Student Teaching	<u>3 cr</u>

TOTAL MIDDLE SCHOOL INITIAL LICENSURE 31

MASTER OF EDUCATION WITH INITIAL LICENSURE AS MIDDLE SCHOOL TEACHER (5-8)

Requirements

	Middle School Initial License Requirements	31 cr
EDUC 717	Cur. Theory & Democratic Practice	3 cr
EDUC 719	Multicultural Education	3 cr
EDUC 783	Philosophies & Methodologies of Inquiry	3 cr
EDUC 784	Inquiry Seminar	<u>3 cr</u>

TOTAL MIDDLE SCHOOL INITIAL LICENSURE AND M.ED. 43

PROGRAM REQUIREMENTS TEACHER LICENSURE WITH OPTIONAL M.ED.

MIDDLE SCHOOL INITIAL LICENSURE – Biology, English, General Science, History, Mathematics, Physics, Political Science/Political Philosophy Overview of Plan of Study

Candidates for initial licensure must have a bachelor’s degree with a major in the content area they wish to teach or a strong minor (21 credits or more) with additional experience in the content area. Candidates must have completed a course in Adolescent or Developmental Psychology and have passed the MTEL exam in their selected content area.

The middle school education program prepares students to become educated and competent middle school teachers. The curriculum emphasizes a solid education, early and continuous field experiences, and professional knowledge related to providing effective teaching and learning for the preadolescent.

Formal application for admission into the upper-division program (Professional Semester) requires an overall 2.8 GPA, an assessment of oral and written communication skills, prior to enrolling in a practicum all candidates for teaching or administrative license will be required to receive passing scores on the Massachusetts Tests for Educator Licensure (MTEL) appropriate to the license they are seeking, three recommendations, and a successful interview. Upon completion of the MDSE program the student is eligible for initial licensure (5-8).

Requirements

EDUC 702	Ethics and Foundations of Schooling (Pre-req or co-req for the program)	3 cr
EDUC 607	Teaching Adoles. with Special Needs	3 cr
EDUC 608	Teaching Adoles. Special Needs Pre-Prac	1 cr
EDUC 636	Reading in the Content Area	3 cr
EDUC 637	Reading in the Content Area Pre-Prac.	1 cr
EDUC 644	Curriculum and Instruction MDSC	3 cr
EDUC 645	Curriculum & Instruction Pre-Practicum	1 cr
EDUC 650	Teaching Strategies	3 cr
EDUC 651	Teaching Strategies Pre-Practicum	1 cr
EDUC 680	Practicum in the Content Area - MDSC	9 cr
EDUC 681	Seminar – Student Teaching	<u>3 cr</u>

TOTAL MIDDLE SCHOOL INITIAL LICENSURE 31

MASTER OF EDUCATION WITH INITIAL LICENSURE AS MIDDLE SCHOOL TEACHER (5-8)

Requirements

Middle School	Initial License Requirements	31 cr
EDUC 717	Cur. Theory & Democratic Practice	3 cr
EDUC 719	Multicultural Education	3 cr
EDUC 783	Philosophies & Methodologies of Inquiry	3 cr
EDUC 784	Inquiry Seminar	<u>3 cr</u>

TOTAL MIDDLE SCHOOL INITIAL LICENSURE AND M.ED. 43

PROGRAM REQUIREMENTS

TEACHER LICENSURE

WITH OPTIONAL M.ED.

SECONDARY INITIAL LICENSURE

Biology, Business, English, History, Mathematics, Physics, Political Science/Political Philosophy

Overview of Plan of Study

Candidates for initial licensure must have a bachelor’s degree with a major in the content area they wish to teach or a strong minor (21 credits or more) with additional experience in the content area. Candidates must have completed a course in Adolescent or Developmental Psychology and have passed the MTEL exam in their selected content area.

The secondary education program prepares students to become educated and competent high school teachers. The curriculum emphasizes a solid education, early and continuous field experiences, and professional knowledge related to providing effective teaching and learning for the adolescent.

To fulfill the requirements for the program, students must complete a major in the liberal arts or sciences. Students must also complete a license program (28 credits) in secondary education, plus a three-credit psychology course, Adolescent Development.

Formal application for admission into the upper division program (Professional Semester) requires an overall 2.8 GPA, prior to enrolling in a practicum all candidates for teaching or administrative license will be required to receive passing scores on the Massachusetts Tests for Educator Licensure (MTEL) appropriate to the license they are seeking, an assessment of oral and written communication skills, two recommendations, and a successful interview. Students must have departmental approval to enroll in more than 12 credits during the Professional Semester (student teaching). Upon completion of the SECE program the student is eligible for initial licensure (8-12).

Requirements

EDUC 702	Ethics and Foundations of Schooling (Pre-req or co-req for the program)	3 cr
EDUC 607	Teaching Adoles. with Special Needs	3 cr
EDUC 608	Teaching Adolescents Pre-Practicum	1 cr
EDUC 636	Reading in the Content Area	3 cr
EDUC 637	Reading in the Content Area	1 cr
EDUC 646	Curriculum & Instruction SECE	3 cr
EDUC 647	Curriculum & Instruction Pre-Practicum	1 cr
EDUC 650	Teaching Strategies	3 cr
EDUC 651	Teaching Strategies Pre-Prac.	1 cr
EDUC 692	Practicum in the Content Area - SECE	9 cr
EDUC 693	Seminar—Student Teaching	<u>3 cr</u>

TOTAL SECONDARY INITIAL LICENSURE 31

MASTER OF EDUCATION WITH INITIAL LICENSURE AS SECONDARY EDUCATION TEACHER (8-12)

Requirements

	Secondary Initial License Requirements	31 cr
EDUC 717	Cur. Theory & Democratic Practice	3 cr
EDUC 719	Multicultural Education	3 cr
EDUC 783	Philosophies & Methodologies of Inquiry	3 cr
EDUC 784	Inquiry Seminar	<u>3 cr</u>

TOTAL SECONDARY INITIAL LICENSURE AND M.ED. 43

PROGRAM REQUIREMENTS SPECIALIST LICENSURE WITH OPTIONAL M.ED.

PROGRAMS AVAILABLE

READING SPECIALIST INITIAL LICENSURE

READING SPECIALIST INITIAL LICENSURE (Pre-K - 12)

Pre-Requisites for the Program

- C Prior Teaching License at the Initial Level and
- C One Year of Teaching under the License

Requirements

RDNG 616	Language Acquisition & Development	3 cr
RDNG 617	Language Acquisition & Dev Pre-Prac	*1 cr
RDNG 700	Reading, Writing & Critical Pedagogy	3 cr
RDNG 702	Reading, Writing, Critical Ped Pre-Prac	*1 cr
RDNG 710	Literacy Assessment I	3 cr
RDNG 711	Literacy Assessment I Pre-Prac	*1 cr
RDNG 712	Literacy Assessment II	3 cr
RDNG 713	Literacy Assessment II Pre-Prac	*1 cr
RDNG 720	Critical Literacy in the Content Areas	3 cr
RDNG 721	Critical Lit in Content Areas Pre-Prac	*1 cr
RDNG 715 or 716	Reading Specialist Practicum	6 cr

Choose one course in Children's Literature:

EDUC 731	Teacher as Critic: Children's Literature	<u>3 cr</u>
RDNG 722	Critical Issues in Lit. Children & Adol	
RDNG 749	Children's Literature: Prizes & Awards	

TOTAL LICENSURE REQUIREMENTS **27**
(includes 3 pre-practicum credits)

MASTER OF EDUCATION WITH CONCENTRATION AS READING SPECIALIST

Requirements

Reading Specialist Licensure Requirements	27cr
EDUC 702 Ethics and the Foundations of Schooling	3 cr
EDUC 717 Cur. Theory and Democratic Practice	3 cr
EDUC 719 Multicultural Education	3 cr
EDUC 783 Philosophies & Methodologies of Inquiry	3 cr
EDUC 784 Inquiry Seminar	<u>3 cr</u>

TOTAL M.ED. & LICENSURE REQUIREMENTS **42**

* The Reading Program requires three pre-practica to be taken with Reading courses.

PROGRAM REQUIREMENTS ADMINISTRATIVE LICENSURE WITH OPTIONAL M.ED.

PROGRAMS AVAILABLE

SUPERVISOR/DIRECTOR INITIAL LICENSURE PRINCIPAL/ASSISTANT PRINCIPAL INITIAL LICENSURE SUPERINTENDENT/ASSISTANT SUPERINTENDENT INITIAL LICENSURE

SUPERVISOR/DIRECTOR INITIAL LICENSURE - LEVELS: DEPENDENT ON PREREQUISITE LICENSE: DIRECTORS, DEPARTMENT HEADS, OR CURRICULUM SPECIALISTS

Pre-Requisites for the Program:

- C Possession of an Initial license in another educational role i.e., teacher or specialist teacher and completion of three full years of employment in a district-wide, school-based or other education setting. **OR**
- C Completion of three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a private or charter school, higher education, or other educational setting accepted by the Department of Education.

Requirements

ADMN/EDUC 702	Ethics & Foundations of Schooling	3 cr
ADMN/EDUC 722	Ethics & Found Schooling PrePrac	*1 cr
ADMN 601	Fundamentals of Ed Administration	3 cr
ADMN 602	Fundamentals of Ed Admin Pre-Prac	*1 cr
ADMN 603	Human Relations & Staff Development	3 cr
ADMN 604	Human Relations & Staff Dev. PrePrac.	*1 cr
ADMN 605	Developing Collaborative Partnerships	3 cr
ADMN 606	Dev. Collaborative Partnerships PrePrac.	*1 cr
ADMN 607	Leading Schools in Context	3 cr
ADMN 608	Leading Schools in Context Pre-Prac.	*1 cr
ADMN 612	Supervision & Eval. of Ed. Personnel	3 cr
ADMN 613	Super. & Eval. of Ed. Personnel PrePrac.	*1 cr
ADMN 614	Evaluating Curriculum Programs	3 cr
ADMN 615	Evaluating Cur. Programs Pre-Prac.	*1 cr
ADMN 710	Administrative Internship	<u>6 cr</u>
or ADMN 711 Admin Prac. (in role of license sought)		

TOTAL LICENSURE REQUIREMENTS 30**

MASTER OF EDUCATION WITH CONCENTRATION AS SUPERVISOR/ DIRECTOR Requirements

Supervisor/Director Initial Licensure Requirements	30 cr
EDUC 717 Cur. Theory & Democratic Practice	3 cr
EDUC 719 Multicultural Education	3 cr
EDUC 783 Philosophies & Methodologies of Inquiry	3 cr
EDUC 784 Inquiry Seminar	3 cr

TOTAL M.ED. & LICENSURE REQUIREMENTS 42

* Students are to select three (the required amount) pre-practica.

** The total number reflects the required pre-practica credits.

Candidates for Supervisor/Director Licensure must pass the Communication and Literacy test of the Massachusetts Tests for Educator Licensure to be recommended for licensure.

PROGRAM REQUIREMENTS ADMINISTRATIVE LICENSURE WITH OPTIONAL M.ED.

SCHOOL PRINCIPAL/ASSISTANT PRINCIPAL INITIAL LICENSURE (PreK-6) (5-8) (9-12)

Pre-requisites for the Program:

- C Possession of an Initial license in another education role
- C Completion of three full years of employment in a district-wide, school-based or other education setting
OR
- C Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a private or charter school, higher education or other education setting accepted by the Department of Education.

Requirements

ADMN/EDUC 702 Ethics & Foundations of Schooling	3 cr
ADMN/EDUC 722 Ethics & Found Schooling PreP	*1 cr
ADMN 601 Fundamentals of Ed Administration	3 cr
ADMN 602 Fundamentals of Ed Admim Pre-Prac	*1 cr
ADMN 603 Human Relations & Staff Development	3 cr
ADMN 604 Human Relations & Staff Dev Pre-Prac	*1 cr
ADMN 605 Developing Collaborative Partnerships	3 cr
ADMN 606 Dev. Collaborative Partnerships PrePrac	*1 cr
ADMN 607 Leading Schools in Context	3 cr
ADMN 608 Leading Schools in Context Pre-Prac	*1 cr
ADMN 612 Supervision & Eval. of Ed Personnel	3 cr
ADMN 613 Super. & Eval. of Ed Personnel PrePrac	*1 cr
ADMN 614 Evaluating Curriculum Programs	3 cr
ADMN 615 Evaluating Cur. Programs Pre-Prac	*1 cr
ADMN 710 Administrative Internship	<u>6 cr</u>
or ADMN 711 Admin Prac (in role of license sought)	

TOTAL LICENSURE REQUIREMENTS 30**

MASTER OF EDUCATION WITH CONCENTRATION AS SCHOOL PRINCIPAL/ASSISTANT PRINCIPAL Requirements

School Principal/Assistant Principal Licensure Requirements	30 cr
EDUC 717 Cur. Theory & Democratic Practice	3 cr
EDUC 719 Multicultural Education	3 cr
EDUC 783 Philosophies & Methodologies of Inquiry	3 cr
EDUC 784 Inquiry Seminar	<u>3 cr</u>

TOTAL M.ED. & LICENSURE REQUIREMENTS 42

- * Students are to select three (the required amount) pre-practica.
- ** Total number reflects the required pre-practica credits

Candidates for School Principal/Assistant Principal must pass the Communication and Literacy test of the Massachusetts Tests for Educator Licensure to be recommended for licensure.

PROGRAM REQUIREMENTS

ADMINISTRATIVE LICENSURE WITH OPTIONAL M.ED.

SUPERINTENDENT/ASSISTANT SUPERINTENDENT INITIAL LICENSURE (PreK-6) (5-8) (9-12)

Pre-requisites for the Program:

- C Possession of an Initial license OR
- C Preliminary Superintendent/Assistant Superintendent license and completion of three full years of employment in a district-wide, school-based or other education setting OR
- C Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a private or charter school, higher education or other education setting accepted by the Department of Education.

Requirements

ADMN/EDUC 702 Ethics & Foundations of Schooling	3 cr
ADMN/EDUC 722 Ethics & Found Schooling PreP	*1 cr
ADMN 601 Fundamentals of Ed Administration	3 cr
ADMN 602 Fundamentals of Ed Admin Pre-Prac	*1 cr
ADMN 603 Human Relations & Staff Development	3 cr
ADMN 604 Human Relations & Staff Dev Pre-Prac	*1 cr
ADMN 605 Developing Collaborative Partnerships	3 cr
ADMN 606 Dev. Collaborative Partnerships PrePrac	*1 cr
ADMN 607 Leading Schools in Context	3 cr
ADMN 608 Leading Schools in Context Pre-Prac	*1 cr
ADMN 612 Supervision & Eval. of Ed Personnel	3 cr
ADMN 613 Super. & Eval. of Ed Personnel PrePrac	*1 cr
ADMN 614 Evaluating Curriculum Programs	3 cr
ADMN 615 Evaluating Cur. Programs Pre-Prac	*1 cr
ADMN 710 Administrative Internship	<u>6 cr</u>
or ADMN 711 Admin Prac (in role of license sought)	

TOTAL LICENSURE REQUIREMENTS 30**

MASTER OF EDUCATION WITH CONCENTRATION AS SCHOOL SUPERINTENDENT/ASSISTANT SUPERINTENDENT

Requirements

Superintendent/Assistant Superintendent Licensure Requirements	30 cr
EDUC 717 Cur. Theory & Democratic Practice	3 cr
EDUC 719 Multicultural Education	3 cr
EDUC 783 Philosophies & Methodologies of Inquiry	3 cr
EDUC 784 Inquiry Seminar	<u>3 cr</u>

TOTAL M.ED. & LICENSURE REQUIREMENTS 42

- * Students are to select three (the required amount) of the seven pre-practica.
- ** Total number reflects the required pre-practica credits

Candidates for Superintendent/Assistant Superintendent must pass the Communication and Literacy test of the Massachusetts Tests for Educator Licensure to be recommended for licensure.

PROGRAM REQUIREMENTS

CERTIFICATE OF ADVANCED GRADUATE STUDY

PROGRAMS AVAILABLE

CAGS CONCENTRATION IN ADMINISTRATION
 CAGS CONCENTRATION IN SPECIAL EDUCATION ADMINISTRATION
 CAGS CONCENTRATION IN READING

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) IN EDUCATIONAL LEADERSHIP

The CAGS program offers concentrations under the Certificate of Advanced Graduate Studies in Educational Leadership: Administration, Special Education, and Reading. In the concentrations of Administration and Reading, the program may lead to licensure by the Massachusetts Department of Education. A minimum of 33 approved graduate credit hours will be required for completion of the CAGS.

Core Courses

CAGS 802 Seminar I 3 cr
 or Summer Residential Program Advising Seminar

Select one Review of Literature Course 3 cr

CAGS 805 Review of Literature in the Field of Curriculum
 CAGS 806 Review of Literature in Field of Ed Admin.
 CAGS 807 Review of Literature in Field of Special Ed.
 CAGS 808 Review of Literature in Field of Reading

CAGS 902 Seminar II 3 cr
 CAGS 981 Action Research Seminar 3 cr

TOTAL CAGS CORE REQUIREMENTS 12

CAGS CONCENTRATION IN ADMINISTRATION – CONTENT COURSES

Requirements

Cags Core Requirements 12 cr

Select 7 of the following courses and 3 PrePracticums

ADMN 601 Fundamentals of Ed. Admin	*3 cr
ADMN 602 Fundamentals of Ed. Admin. Preprac	1 cr
ADMN 603 Human Relations & Staff Develop	*3 cr
ADMN 604 Human Relations & Staff Dev. PrePrac	1 cr
ADMN 605 Dev. Collaborative Partnerships	*3 cr
ADMN 606 Dev. Collaborative Partnerships Preprac	1 cr
ADMN 607 Leading Schools in Context	*3 cr
ADMN 608 Leading Schools in Context Preprac	1 cr
ADMN 612 Super. & Eval. of Ed Personnel	*3 cr
ADMN 613 Super. & Eval. of Ed Personnel Pre Prac	1 cr
ADMN 614 Evaluating Curriculum Programs	*3 cr
ADMN 615 Eval. Curriculum Programs Pre Prac	1 cr
ADMN 616 School Finance & Business Admin.	3 cr
ADMN 617 School Finance & Bus. Admin Prac	1 cr
ADMN 702 Ethics & the Foundation of Schooling	*3 cr
ADMN 703 Ethics & the Found of School Preprac	1 cr
ADMN 707 Gender Equity for Administrators	3 cr
ADMN 727 Problem Solving Approach to MDSC	3 cr
CAGS 816 Curriculum in Era of Poststructuralism	<u>3 cr</u>

*Required for licensure; the candidate for MA licensure must also add at least 3 PrePracticum credits and a 6-credit internship.

TOTAL REQUIREMENTS 42

PROGRAM REQUIREMENTS

CERTIFICATE OF ADVANCED GRADUATE STUDY

CAGS CONCENTRATION IN SPECIAL EDUCATION ADMINISTRATION – CONTENT COURSES Requirements

CAGS Core Requirements 12 cr

Select 7 of the following courses and 3 PrePracticums

ADMN 601	Fundamentals of Educational Admin	*3 cr
ADMN 602	Fundamentals of Ed Admin Pre Prac	1 cr
ADMN 607	Leading Schools in Context	*3 cr
ADMN 608	Leading Schools in Context Pre Prac	1 cr
ADMN 612	Super & Eval of Ed Personnel	*3 cr
ADMN 613	Super & Eval of Ed Personnel Pre Prac	1 cr
ADMN 614	Evaluating Curriculum Programs	*3 cr
ADMN 615	Eval Curriculum Programs Pre Prac	1 cr
SPED 716	Collab. Schools:Planning/Creating/Eval	*3 cr
SPED 810	Advanced Found of Special Ed	*3 cr
SPED 811	Advanced Found of Special Ed Pre Prac	1 cr
SPED 820	Leadership in Special Education Admin	*3 cr
SPED 821	Leadership in Special Ed Admin	1 cr
SPED 832	Ed Children Low-Incidence Disabilities	3 cr
SPED 834	Special Ed:History, Law, Social Ethics	<u>3 cr</u>

*Required for licensure as Special Education Administrator; the candidate for MA licensure must also add at least 3 prepracticum credits and a 6-credit internship

TOTAL REQUIREMENTS 42

CAGS CONCENTRATION IN READING – CONTENT COURSES Requirements (Choose 24 credits)

CAGS Core Requirements	12 cr	
RDNG 616	Language Acquisition & Dev	*3 cr
RDNG 617	Language Acquisition and Dev Pre Prac	1 cr
RDNG 700	Reading, Writing, & Critical Pedagogy	*3 cr
RDNG 702	Reading, Writing, Critical Ped. Pre Prac	1 cr
RDNG 704	Special Topics in Reading	3 cr
RDNG 710	Literacy Assessment I	*3 cr
RDNG 711	Literacy Assessment I PrePracticum	1 cr
RDNG 712	Literacy Assessment II	*3 cr
RDNG 713	Literacy Assessment II PrePracticum	1 cr
RDNG 720	Critical Lit in the Content Areas	*3 cr
RDNG 721	Critical Lit in Content Areas Pre Prac	1 cr
RDNG 722	Critical Issues in Lit for Child & Adol	<u>*3 cr</u>

*Required for licensure as Reading Specialist; the candidate for MA licensure must also add at least 3 prepracticum credits and a 6-credit internship

TOTAL REQUIREMENTS 42

COURSE DESCRIPTIONS

ADMN 601 Fundamentals of Educational Administration 3 cr
Introduces participants to basic concepts and techniques in educational leadership and administration. Topics will include theories of administration and a survey of the many important areas of responsibility and current problems that the modern school administrator faces. Major emphasis will be given to issues of finance, budgeting and plant management in the education setting. Students will also become familiar with administrative uses and implications of computer hardware and software.

ADMN 602 Fundamentals of Educational Administration PrePracticum 1 cr
Focuses on the knowledge and skills involved in educational finance and taxation, sound budgeting procedures, and tasks involved in planning and operating an educational facility effectively. The candidate will spend at least twenty-five hours in the field investigating and completing duties of the educational leader that are related to finance, budgeting and facilities management. Should be taken concurrently with ADMN 601
Corequisite: ADMN 601

ADMN 603 Human Relations and Staff Development 3 cr
Focuses on communication and identifying needs and solving problems in collaboration with students, teachers, staff, parents and members of the larger school community. Participants explore a conceptual framework for building relationships with emphasis on: human resource planning, recruitment and selection, induction and retention, conflict management, and appraisal and development of personnel. Participants also review various models for staff development based on adult learning theory.

ADMN 604 Human Relations and Staff Development PrePracticum 1 cr
Designed to provide field-based learning opportunities in human relations and staff development, this prepracticum requires that aspiring school leaders spend a minimum of 25 hours in the field investigating and completing activities that provide practical experience in the content area. To be taken concurrently with ADMN 603.
Corequisite: ADMN 603

ADMN 605 Developing Collaborative Partnerships 3 cr
Examines current theory, research, and practice in collaborating with families and community members and local businesses, responding to diverse community interests and needs, and mobilizing community resources. The focus is on the development of equitable, sensitive and responsible relationships with all members of the community. Replaces ADMN 605 School and Community Relations.

ADMN 606 Developing Collaborative Partnerships PrePracticum 1 cr
Provides participants with a field experience that will facilitate their understanding of the way schools and communities work together. Through participant observation, students will explore the relationships between theory and practice as presented in class. To be taken concurrently with ADMN 605. Replaces ADMN 606 School and Community Relations PrePracticum.
Corequisite: ADMN 605

ADMN 607 Leading Schools in Context 3 cr
Examines current theory and practice as they relate to managing and leading complex organizations. Content focuses on important concepts and principles of organizational theory, governance of schools and legal issues affecting the organization and administration of public schools. Legal topics include: constitutional issues, landmark court decisions in education law, liability, contracts and tenure, collective bargaining, special education, and recent legislation affecting education. Replaces ADMN607 Organizational Analysis and ADMN609 School Law.

ADMN 608 Leading Schools in Context PrePracticum 1 cr
Provides field-based learning opportunities in school law and organizational analysis. Participants will gain practical experience in identifying a specific social, political, or cultural tension that exists in their school system or review a policy that is outdated and create a plan to address the issue. A minimum of 25 hours in the field is required. To be taken concurrently with ADMN 607.
Corequisite: ADMN 607

ADMN 612 Supervision and Evaluation of Educational Personnel 3 cr
Helps each participant attain the knowledge, attitudes, and skills required for effective supervision and evaluation of educational personnel. The relationships between supervision, evaluation, professional development, and student achievement will be explored. Topics include an overview of evaluation systems and instruments, goal setting, observation staff involvement and effective feedback.

COURSE DESCRIPTIONS

ADMN 613 Supervision and Evaluation of Educational Personnel PrePracticum

1 cr

Each student will spend a minimum of 25 hours in the field investigating and completing activities intended to provide experiential learning that is related to the course content.

Corequisite: ADMN 612

ADMN 614 Evaluating Curriculum Programs

3 cr

Provides education leaders an effective and relevant curriculum evaluation model applicable to school improvement initiatives. Participants will use various models to address curriculum development; instructional strategies and the integration of technology; classroom organization and practices; and assessment.

ADMN 615 Evaluating Curriculum Programs PrePracticum

1 cr

Practical experience for participants enrolled in ADMN 614.

Corequisite: ADMN 614

ADMN 616 School Finance & Business Administration

3 cr

Deals with financial aspects of public schools focusing on local, state, and federal issues. Fiscal planning, investments, insurance, accounting, data processing (spreadsheet analysis) vendors, budgeting, purchasing, distribution of supplies and services. Food service and transportation are areas that will be dealt with. Economic theories involved in not-for-profit organizations will be discussed.

ADMN 617 School Finance & Business Administration PrePracticum

1 cr

Provides participants with a field experience that will facilitate understanding of the ways schools deal with finances and fiscal planning. Through participant observation, students will explore the relationships between theory and practice as presented in class.

Corequisite: ADMN 616

ADMN 634 Educational Administration Topics

1-4 cr

Examines topics relevant to Educational Administration. Emphasis is on Educational Administration content appropriate and relevant for Elementary, Middle and/or Secondary school teachers. Not open to undergraduate students.

Prerequisite: Permission of instructor

ADMN 702 Ethics & the Foundations of Schooling

3 cr

Examines how teaching is shaped by social and cultural forces that extend well beyond the walls of the classroom; how teaching is influenced by the decisions of political authorities and shapes the quality of political life in society; and ultimately how teaching has moral dimensions that involve the responsible treatment of students, colleagues, parents and other community members.

ADMN 703 Ethics & the Foundations of Schooling PrePracticum

1 cr

Focuses on creating an ethical school and moral and ethical behavior of educational leaders. In no less than 25 hours of field based collaboration with a school leader, students will describe instances in which there was an ethical dilemma in their respective schools and describe the resolution and/or possible resolutions.

Corequisite: ADMN 702

ADMN 707 Gender Equity Issues for Administrators

3 cr

Surveys the latest findings in education studies, anthropology and women's studies to examine the current debate around the importance of gender in the context of contemporary American life and especially in education. A close look at gender relations and inequities within schools will be a major focus. Spanning the research beginning with the passage of Title IX we will examine the impact of gender bias and its ramifications for leaders and administrators in schools today.

ADMN 708 Gender Equity Issues for Administrators PrePracticum

1 cr

Provides participants with a field experience that will facilitate understanding of the ways schools and society deal with issues relating to gender equity. Through participant observation, students will explore the relationships between theory and practice as presented in class.

Corequisite: ADMN 707

ADMN 710 Administrative Practicum Internship

6 cr

Full year experience. In cooperation with school districts, MCLA offers internships/practica for licensure candidates. The placement should be designed around the five standards for licensure. Interns must be released from regular duties for at least 2/5th time, as defined in the Internship Pamphlet.

COURSE DESCRIPTIONS

ADMN 711 Administrative Practicum 6 cr
Semester long experience. In cooperation with school districts, MCLA offers internships/practica for licensure candidates. The placement should be designed around the five standards for licensure. Interns must be either full time administrators or be released from regular non-administrative duties for half-time or more.

ADMN 727 Problem Solving Approach to MDSE School 3 cr
Designed for middle school administrators and teachers. Participants will use a problem solving approach to focus on the middle school concept and the multitude of issues surrounding this philosophical and organizational model. Real issues will be examined with participants developing strategies to deal with those issues. Discussion will also focus on the future of middle level education in light of "Turning Points" and reaction by the State Department of Education.

ADMN 982 Clinical Experience 3 cr
A cooperatively guided experience that focuses on the student's course of study. Students submit a plan of administrative/supervisory objectives to their advisor, graduate committee, and internship supervisor. These objectives are to be agreed upon by the supervisor, advisor, and the school or district supervisor. Registration upon approval of advisor. This clinical experience occurs near the end of the CAGS program and is to be taken concurrently with CAGS 902 Seminar II.
Corequisite: CAGS 902

CAGS 727 Problem Solving Approach to MDSE School 3 cr
Designed for middle school administrators and teachers. Participants will use a problem solving approach to focus on the middle school concept and the multitude of issues surrounding this philosophical and organizational model. Real issues will be examined with participants developing strategies to deal with those issues. Discussion will also focus on the future of middle level education in light of "Turning Points" and reaction by the State Department of Education.

CAGS 802 Seminar I 3 cr
Assists students in developing skills of reflection through self-appraisal, professional development planning, and personal assessment. Students will address real work problems and personal experience as a context for applying knowledge and develop arguments, solve problems and construct explanations. The seminar will also help students begin preparation for their culminating experience and oral presentation in the CAGS program.

CAGS 805 Review of Literature in Curriculum and Instruction 3 cr
Provides an overview of the research basis for issues on Curriculum and Instruction. Both historical and contemporary work will be reviewed across several curriculum and instruction perspectives (e.g., race; gender; political; phenomenological; poststructural; autobiographical; aesthetic). Current directions for education will be considered and their implications for both research and practice will be explored.

CAGS 806 Review of the Field in Educational Administration 3 cr
Provides an overview of the current research basis for issues in Educational Administration. Historical and contemporary works will be reviewed across several Educational Administrative perspectives dealing with topics such as leadership, decision making, finance, organizational culture/structures, personnel, decision making, coping with change, Federal and State Governments and issues of local control, among other topics.

CAGS 807 Review of Literature in Special Education 3 cr
This course provides students the opportunity to review current research in Special Education. Students will discuss trends and issues in Special Education and the paradigms which guide them.

CAGS 808 Review of Literature in Reading 3 cr
Provides students the opportunity to review current research in reading. Students will discuss trends and issues in reading education and the paradigms which guide them.

CAGS 816 Curriculum in the Era of Poststructuralism 3 cr
Provides an indepth exploration of the nature of modern curriculum theories (e.g., poststructuralism; postmodernism on classroom practice of teaching and learning). Provides how contemporary curriculum theory and practice challenge and demystify the existing beliefs and concepts and organizational structures and hierarchies. Provides ways in which contemporary curriculum theory becomes a foundation for teacher empowerment.

COURSE DESCRIPTIONS

CAGS 902 Seminar II

3 cr

Provides students opportunities for syntheses of their overall program by offering a forum in which students may discuss and integrate their experiences in the CAGS program, their knowledge of schools, and their skills in research so that they will be better prepared to deal with the issues of improving teaching and learning. This experience will also guide students through their culminating project in the CAGS program.

CAGS 981 Action Research Seminar

3-6 cr

Provides background, theory, issues, design and implementation of an action research project employed in the study of an educational problem. Required of all CAGS candidates, this course meets regularly and includes formal presentations, group discussions, and individual advising regarding theories, methods, analyses, and purpose of action research.

CAGS 982 Clinical Experience

3 cr

A cooperatively guided experience that focuses on the student's course of study. Students submit a plan of administrative/supervisory objectives to their advisor, graduate committee, and internship supervisor. These objectives are to be agreed upon by the supervisor, advisor, and the school or district supervisor. Registration upon approval of advisor. This clinical experience occurs near the end of the CAGS program and is to be taken concurrently with CAGS 902 Seminar II.

Corequisite: CAGS 902

EDUC 601 Teaching Children with Special Needs

3 cr

Emphasizes the role of the elementary school teacher in identifying, assessing and instructing pupils with special needs in inclusive settings. Attention is given to effective practices that involve instructional adaptations in classroom organization, grouping, materials, and differentiated instruction. To be taken concurrently with EDUC 602.

Corequisite: EDUC 602

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 602 Teaching Children with Special Needs PrePracticum

1 cr

Observe and participate in an educational setting that include children with special needs within the general education classroom. Learn from mentor teachers in a 30 hour field based experience. Assist in planning and implementing specific lessons and activities for heterogeneous groups of students, including those on Individualized Educational Plans. To be taken concurrently with EDUC 601.

Corequisite: EDUC 601

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 603 Program Development for 3, 4, 5 Year Olds

3 cr

Examines theory and practice of preschool programs. Emphasis is placed on building a developmentally appropriate environment. Students will create a portfolio of curriculum materials. Issues such as professional development, parent-teacher relationships, assessment and evaluation, and children's transition into kindergarten will also be discussed. Preschool internships to be taken simultaneously. Students will complete an action research project.

Prerequisite: EDUC 702

EDUC 607 Teaching Adolescents with Special Needs

3 cr

Reviews special education legislation, characteristics of specific disabilities, development of individual educational plans, learning styles and multiple intelligences, adapting and modifying curriculum, and best practices of inclusive education. Provides theory and practice for middle and high school pre-service teachers. To be taken concurrently with EDUC 608

Corequisite: EDUC 608

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 608 Teaching Adolescents with Special Needs PrePracticum

1 cr

Observe and participate in an educational setting that includes adolescents with special needs within the general education classroom. Learn from mentor teachers in a 30 hour field based experience. Assist in planning and implementing specific lessons and activities for heterogeneous groups of students, including those on Individualized Educational Plans. To be taken concurrently with EDUC 607.

Corequisite: EDUC 607

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 634 Education Topics

1-4 cr

Examines topics relevant to education. Emphasis is on education content appropriate and relevant for Elementary, Middle and/or Secondary school teachers. Not open to undergraduate students.

Prerequisite: permission of instructor

COURSE DESCRIPTIONS

EDUC 636 Reading in the Content Area

3 cr

Examines effective strategies to support middle and secondary students' ability to use language to learn. In addition to reading and writing text, alternative modes of demonstrating learning will be explored. Technology will be included through e-mail assignments among other resources. Reflection and professional growth are concurrent goals. To be taken concurrently with EDUC 637 Reading in the Content Area PrePracticum.

Corequisite: EDUC 637

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 637 Reading in the Content Area PrePracticum

1 cr

Creates an experiential portfolio including classroom observations, written reflections, and lesson plans based on a minimum of 30 hours of classroom field experience. To be taken concurrently with EDUC 636.

Corequisite: EDUC 636

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 638 Reading and Language Arts

3 cr

Emphasizes an integrated, constructivist approach to teaching the language arts based on cognitive, psycholinguistic, and sociolinguistic theories about how children learn language. Teaching strategies are introduced that help children learn to communicate effectively using listening, talking, reading and writing. Organizational patterns of instruction that emphasize literature, theme cycles, and workshop approaches are explored. To be taken concurrently with EDUC 639.

Corequisite: EDUC 639

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 639 Reading and Language Arts PrePracticum

1 cr

Observe, assist, plan and implement instruction in small and large groups, assess pupil progress, and employ curricular, instructional and environmental adaptations to meet needs of individual pupils in this 30 hour field experience. To be taken concurrently with EDUC 638.

Corequisite: EDUC 638

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 640 Curriculum Theory and Design for Early Childhood

3 cr

Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments. To be taken concurrently with EDUC 641.

Corequisite: EDUC 641

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 641 Curriculum and Instruction (ECHE) PrePracticum

1 cr

Design lessons utilizing a variety of instructional strategies that enhance student understanding; implement individual lesson plans in classroom settings and evaluate their effectiveness and create a portfolio of representative lessons and assessment methods that are matched to the needs of the learner. To be taken concurrently with EDUC 640.

Corequisite: EDUC 640

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 642 Curriculum and Instruction (ELEM)

3 cr

Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units, and assessments. To be taken concurrently with EDUC 643.

Corequisite: EDUC 643

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 643 Curriculum and Instruction (ELEM) PrePracticum

1 cr

Design lessons utilizing a variety of instructional strategies that enhance student understanding; implement individual lesson plans in classroom settings and evaluate their effectiveness and create a portfolio of representative lessons and assessment methods that are matched to the needs of the learner. To be taken concurrently with EDUC 642.

Corequisite: EDUC 642

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

COURSE DESCRIPTIONS

EDUC 644 Curriculum and Instruction (MDSE)

3 cr

Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments. To be taken concurrently with EDUC 645.

Corequisite: EDUC 645

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 645 Curriculum and Instruction (MDSE) PrePracticum

1 cr

Design lessons utilizing a variety of instructional strategies that enhance student understanding; implement individual lesson plans in classroom settings and evaluate their effectiveness and create a portfolio of representative lessons and assessment methods that are matched to the needs of the learner. To be taken concurrently with EDUC 644.

Corequisite: EDUC 644

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 646 Curriculum and Instruction (SECE)

3 cr

Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments. To be taken concurrently with EDUC 647.

Corequisite: EDUC 647

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 647 Curriculum and Instruction (SECE) PrePracticum

1 cr

Design lessons utilizing a variety of instructional strategies that enhance student understanding; implement individual lesson plans in classroom settings and evaluate their effectiveness and create a portfolio of representative lessons and assessment methods that are matched to the needs of the learner. To be taken concurrently with EDUC 646.

Corequisite: EDUC 646

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 648 Teaching Strategies (ECHE/ELEM)

3 cr

Examines the dynamics of the physical, psychological, social and personal elements of the early childhood and elementary classroom. Using the paradigm of multicultural education, multiple techniques for establishing classroom atmosphere and relationships will be explored. To be taken concurrently with EDUC 649.

Corequisite: EDUC 649

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 649 Teaching Strategies (ECHE/ELEM) PrePracticum

1 cr

Uses age appropriate models of classroom management based on the theory and research gleaned from the Teaching Strategies course in this 30 hour field experience. Identify situations where models can be used to resolve problems and complete case studies in respective classrooms. To be taken concurrently with EDUC 648.

Corequisite: EDUC 648

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 650 Teaching Strategies (MDSE/SECE)

3 cr

Using the paradigm of multicultural education, multiple techniques for establishing classroom atmosphere and relationships will be explored. Examines the dynamics of physical, psychological, social, cultural and personal elements of the classroom. Emphasis is placed on developing personal responsibility. To be taken concurrently with EDUC 651.

Corequisite: EDUC 651

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 651 Teaching Strategies (MDSE/SECE) PrePracticum

1 cr

Uses age appropriate models of classroom management based on theory and research gleaned from the Teaching Strategies course in this 30 hour field experience. Identify situations where models can be used to resolve problems and complete case studies in respective classrooms. To be taken concurrently with EDUC 650.

Corequisite: EDUC 650

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

COURSE DESCRIPTIONS

EDUC 652 Practicum Student Teaching Preschool

3 cr

Provides the culminating Pre-K to K field experience for teacher licensure. Students spend five half days per week in a preschool classroom for approximately one third of the semester and the remainder of the semester in a grade 1 or 2 classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities.

Corequisite: EDUC 653, EDUC 654

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 653 Practicum Student Teaching (ECHE)

6 cr

Provides the culminating field experience for teacher licensure. Student spend five full days per week in a school classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities.

Corequisite: EDUC 652, EDUC 654

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 654 Student Teaching Seminar (ECHE)

3 cr

While engaged in the practicum semester, student teachers have a need to be reflective of this experience. Under the guidance of an experienced Massachusetts College of Liberal Arts mentor, this seminar provides students with opportunities to share and to reflect on their efforts to successfully merge theory and practice. The seminar will require students to conduct action research in their classes. To be taken concurrently with Practicum Student Teaching.

Corequisite: EDUC 652, EDUC 653

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 655 Student Teaching Half-Practicum (ECHE)

1-6 cr

Provides the culminating field experience for teacher licensure. Students spend five half days per week in a school classroom. In the role of classroom teacher, they work with individual children. This half-practicum is designed to be used on very rare occasions when a student needs to do a practicum over a two-semester period of time. Student will register for 3-4 credits one semester and 3-5 credits the second semester.

Corequisite: EDUC 654

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 656 Practicum Student Teaching (ELEM)

9 cr

Provides the culminating field experience for teacher licensure. Students spend five full days per week in a school classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities.

Corequisites: EDUC 657

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 657 Student Teaching Seminar (ELEM)

3 cr

While engaged in the practicum semester, student teachers have a need to be reflective of this experience. Under the guidance of an experienced Massachusetts College of Liberal Arts mentor, this seminar provides students with opportunities to share and to reflect on their efforts to successfully merge theory and practice. The seminar will require students to conduct action research in their classes. To be taken concurrently with Practicum Student Teaching.

Corequisite: EDUC 656

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 658 Student Teaching Half-Practicum (ELEM)

1-5 cr

Provides the culminating field experience for teacher licensure. Students spend five half days per week in a school classroom. In the role of classroom teacher, they work with individual children. This half-practicum is designed to be used on very rare occasions when a student needs to do a practicum over a two-semester period of time. Student will register for 3-4 credits one semester and 3-5 credits the second semester.

Corequisite: EDUC 657

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 667 Growth of the American Picture Book

3 cr

The children's picture book, an inseparable blend of art and text, is a demanding form that challenges its practitioners to a level of perfection they rarely achieve. The course will chart the development of the American picture book, starting with its old world ancestors and continuing through the energetic burgeoning of the nineteen-twenties and thirties, ending with the lively modern scene.

COURSE DESCRIPTIONS

EDUC 678 Young Child with Special Needs

3 cr

Studies basic and special needs of preschool and young school age children. Examines mainstreaming, inclusion group composition, group tolerance of deviant behavior, physical and mental handicaps, emotional disturbances, and learning disabilities. Examines various teaching strategies for children with differences and also examines procedures for screening, core evaluations and development of IEPs. An action research project is required of all students.

Corequisite: EDUC 679

Prerequisite: EDUC 702

EDUC 679 Young Child with Special Needs PrePracticum

1 cr

Pre-practicum of 30 hours of field work in a classroom setting and attendance at four seminars.

Corequisite: EDUC 678

Prerequisite: EDUC 702

EDUC 680 Practicum Student Teaching (MDSE)

9 cr

Provides the culminating field experience for teacher licensure. Students spend five full days per week in a school classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities.

Corequisites: EDUC 681

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 681 Student Teaching Seminar (MDSE)

3 cr

While engaged in the practicum semester, student teachers have a need to be reflective of this experience. Under the guidance of an experienced Massachusetts College of Liberal Arts mentor, this seminar provides students with opportunities to share and to reflect on their efforts to successfully merge theory and practice. The seminar will require students to conduct action research in their classes. To be taken concurrently with Practicum Student Teaching.

Corequisite: EDUC 680

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 685 Student Teaching Half-Practicum (MDSE)

1-5 cr

Provides the culminating field experience for teacher licensure. Students spend five half days per week in a school classroom. In the role of classroom teacher, they work with individual children. This half-practicum is designed to be used on very rare occasions when a student needs to do a practicum over a two-semester period of time. Student will register for 3-4 credits one semester and 3-5 credits the second semester.

Corequisite: EDUC 681

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 692 Practicum Student Teaching (SECE)

9 cr

Provides the culminating field experience for teacher licensure. Students spend five full days per week in a school classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities.

Corequisites: EDUC 693

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 693 Student Teaching Seminar (SECE)

3 cr

While engaged in the practicum semester, student teachers have a need to be reflective of this experience. Under the guidance of an experienced Massachusetts College of Liberal Arts mentor, this seminar provides students with opportunities to share and to reflect on their efforts to successfully merge theory and practice. The seminar will require students to conduct action research in their classes. To be taken concurrently with Practicum Student Teaching.

Corequisite: EDUC 692

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

EDUC 694 Student Teaching Half-Practicum (SECE)

1-5 cr

Provides the culminating field experience for teacher licensure. Students spend five half days per week in a school classroom. In the role of classroom teacher, they work with individual children. This half-practicum is designed to be used on very rare occasions when a student needs to do a practicum over a two-semester period of time. Student will register for 3-4 credits one semester and 3-5 credits the second semester.

Corequisite: EDUC 693

Prerequisite: Department Approval; Earned Bachelor's Degree; EDUC 702

COURSE DESCRIPTIONS

EDUC 702 Ethics and the Foundations of Schooling 3 cr
Examines how teaching is shaped by social and cultural forces that extend well beyond the walls of the classroom; how teaching is influenced by the decisions of political authorities and shapes the quality of political life in society; and ultimately how teaching has moral dimensions that involve the responsible treatment of students, colleagues, parents, and other community members.

EDUC 717 Curriculum Theory and Democratic Practice 3 cr
Focuses on how social movements, economic conditions, political power, aesthetic sensibilities, spirituality, and ethical frameworks influence curriculum development. Students will develop a greater awareness of the existence of competing curricular theories and world views, including postmodernism, existentialism, hermeneutics, critical theory, and feminism. The aim is for students to link their philosophies of curriculum to the enhancement of democratic practice in school.

EDUC 718 Curriculum Theory and Democratic Practice PrePracticum 1 cr
Provides students with the opportunities to further study, apply, and evaluate some of the ideas and theories discovered in Curriculum Theory and Democratic Practice. Students are expected to develop and present a philosophy, framework, and pedagogical process that reflect a commitment to debate, intellectual rigor, civic involvement, and broader democratic practices.
Corequisite: EDUC 717

EDUC 719 Multicultural Education 3 cr
Provides a basic introduction to the historical, sociological and philosophical foundations of multicultural education. Its general goals are to examine from different theoretical perspectives the nature of intergroup relations in U.S. society; to promote the study of the historical and contemporary experiences and contributions of marginalized, dominated, and underrepresented groups in the United States.

EDUC 720 Multicultural Education PrePracticum 1 cr
Effective school leaders must be knowledgeable about multicultural education. In this 25 hour prepracticum students will have the opportunity to increase their understanding of multicultural education.
Corequisite: EDUC 719

EDUC 722 Ethics and the Foundations of Schooling PrePracticum 1 cr
Focuses on creating an ethical school and moral and ethical behavior of educational leaders. In no less than 25 hours of field based collaboration with a school leader, students will describe instances in which there was an ethical dilemma in their respective schools and describe the resolution and/or possible resolutions.
Corequisite: EDUC 702

EDUC 725 Gender Equity Issues in Education 3 cr
Surveys the latest findings in education studies, anthropology and women's studies to examine the current debate around the importance of gender in the context of contemporary American life and especially in education. A close look at gender relations and inequities within schools will be a major focus. Spanning the research beginning with the passage of Title IX we will examine the impact of gender bias and its ramifications for educators in schools today.

EDUC 727 Problem Solving Approach to MDSE School 3 cr
Designed for middle school administrators and teachers. Participants will use a problem solving approach to focus on the middle school concept and the multitude of issues surrounding this philosophical and organizational model. Real issues will be examined with participants developing strategies to deal with those issues. Discussion will also focus on the future of middle level education in light of "Turning Points" and reaction by the State Department of Education.

EDUC 731 Teacher as Critic: Children's Literature 3 cr
Using *The Child as Critic* by Glenna Davis Sloan as our touchstone text, we will apply her theory and practice for holistic literature-based reading to twenty-odd novels, as well as picture books and outstanding collections of traditional literature. Readings will be selected for literary excellence, variety of genre, connection to themes of the course and currency. For teachers of K-12.

EDUC 783 Philosophies and Methodologies of Inquiry 3 cr
Introduces students to a variety of qualitative aims, philosophies, tactics, designs, and outcomes. Students are required to create an inquiry project proposal based upon a specific issue that is of interest or concern. Students will use this proposal as a basis for completing an inquiry project in EDUC 784.
Prerequisite: Department Approval

COURSE DESCRIPTIONS

EDUC 784 Inquiry Seminar

3 cr

Students formally articulate, enact, and assess their inquiry proposals that they developed in EDUC 783. Students will refine their research philosophies, literature reviews, rationales, methodologies, and formats through the completion and public presentation of their inquiry presentation.

Prerequisite: EDUC 783

EDUC 805 Review of Literature in Curriculum and Instruction

3 cr

Provides an overview of the research basis for issues in Curriculum and Instruction. Both historical and contemporary work will be reviewed across several curriculum and instruction perspectives (e.g., race; gender; political; phenomenological; poststructural; autobiographical; aesthetic). Current directions for education will be considered and their implications for both research and practice will be explored.

EDUC 810 Curriculum Development

3 cr

Principles of curriculum design: study of value premises, practices, and skills necessary for organization and administration of the scope and sequence of curricular offerings in educational institutions. Study of the process of curriculum implementation and of forces which influence curriculum development.

EDUC 812 Curriculum Study

3 cr

Introduces the study of curriculum within an historical and socio-cultural context. We will explore the perennial curriculum question, "What knowledge is of most worth?" (Herbert Spencer), but with a modification of the wording to, "What knowledge best enables us to care for ourselves, one another, and the non-human environment?"

EDUC 814 Educational Technology and the "New Literacies"

3 cr

Students today are inundated with mass media texts to an unprecedented degree, including television, film, music, Web-based media, and other audio-visual texts. The explosion in technology-based information and educational software also provides a wealth of resources for learners and teachers who have the expertise to take advantage of them.

EDUC 816 Language Research in Educational Settings

3 cr

Language is a primary tool used in learning as well as in the socio-cultural construction of identities, ideologies, and frameworks of cultural understanding. Literacy practitioners and specialists can deepen their understanding and gain unique insights into their students' cognitive development and literacy acquisition by becoming familiar with both qualitative educational research has been greatly influenced by socio-and psycholinguistics.

EDUC 818 Language Research in Educational Settings II

3 cr

In the second phase of a two-semester course, participants will conduct a semester-long classroom-based research project using a combination of theories, methods, analytical and interpretive techniques introduced in Part I. Participants will complete a written research report, present an overview of their projects and findings, write reviews of research articles related to their projects, and complete a conference presentation proposal.

Prerequisite: EDUC 816

ITEC 601 Foundations of Instructional Technology

3 cr

Provides an overview of key theories, principles, and approaches to instructional technology across the curriculum. The emphasis of the course is on inquiry and project-based approaches to curriculum development. This course is recommended for licensure candidates who have considerable expertise using a variety of educational technologies.

Prerequisite: None

ITEC 603 Teaching and Learning with Technology

3 cr

Provides an opportunity to learn new technologies while exploring effective and equitable uses of technology in the curriculum. Participants design a plan for ongoing professional development for themselves and/or for teachers in their districts. Lab sessions are integrated into the course.

ITEC 701 Technology for Special Needs

3 cr

Focuses on universal design principles that enable equal access to learning for all students. Topics include the role of technology in education reform, the use of accessibility tools such as text-to-speech and speech-to-text programs, and the applicability of these and other tools for a range of students, including those with visual and audio disabilities as well as those for whom English is a second language.

Prerequisite: ITEC 601 or ITEC 603 or permission of instructor

COURSE DESCRIPTIONS

ITEC 703 Technology Evaluation and Assessment **3 cr**

Covers evaluating the use of technology across the curriculum as well as approaches to using technology to assess student learning. Includes topics such as uses of video in portfolio assessment, assessment of student learning, and evaluation of technology grants.

Prerequisite: ITEC 601 or ITEC 603 or permission of instructor

ITEC 705 Leadership in Instructional Technology **3 cr**

Provides an overview of the varied roles available to technology specialists and prepares teachers and administrators to become leaders in the integration of technology across the curriculum. Topics include technology planning, classroom observation, leadership team development, and mentoring new teachers.

Prerequisite: ITEC 601 or ITEC 603 or permission of instructor

ITEC 707 Information and Media Literacy **3 cr**

Presents approaches to teaching information and media literacy across the curriculum, focusing on the design and implementation of research assignments that involve inquiry learning and critical thinking. Includes an overview of issues such as copyright, intellectual privacy, and online safety.

Prerequisite: ITEC 601 or ITEC 603 or permission of instructor

ITEC 711 Practicum In Instructional Technology **3 cr**

Degree or licensure candidates assist classroom teachers with the integration of technology into the curriculum or work with school administrators to plan, implement, and assess technological innovations in the school setting and provide professional development for colleagues. (150 hours in any two of the following levels: PreK-6, 5-8, 8-12). This course can be waived for candidates with teaching positions that involve technology integration leadership roles.

Prerequisite: ITEC 601 or ITEC 603 or permission of instructor

ITEC 713 Multimedia Instruction in Content Areas **3 cr**

Examines the role of multimedia in the curriculum and prepares participants to effectively integrate audio, video, and digital photography into instruction. Using a variety of digital tools, students develop and design multi-media projects for teaching and learning.

Prerequisite: ITEC 601 or ITEC 603 or permission of instructor

ITEC 715 Instructional Technology Topics **1-4 cr**

Provides students with an opportunity to explore specialized areas of instructional technology. Topics range from subject-specific investigations into technology instruction to creative applications of instructional technology, such as digital story telling.

Prerequisite: ITEC 601 or ITEC 603 or permission of instructor

RDNG 616 Literacy Acquisition & Development **3 cr**

Focuses on current theories related to language development and learning; programs and practices for literacy development and acquisition; knowledge of language structure; the history and evolution of English; literacy acquisition for non-native English speakers; and the socio-cultural contexts that influence language development and literacy acquisition. Participants develop a portfolio of resources, teaching strategies and assessment tools.

RDNG 617 Literacy Acquisition & Development PrePracticum **1 cr**

Work directly with learners, developing curriculum, pedagogical approaches and assessment strategies for literacy instruction that support the literacy needs of learners from a variety of backgrounds.

Corequisite: RDNG 616

RDNG 667 Growth of the American Picture Book **3 cr**

The children's picture book, an inseparable blend of art and text, is a demanding form that challenges its practitioners to a level of perfection they rarely achieve. The course will chart the development of the American picture book, starting with its old world ancestors and continuing through the energetic burgeoning of the nineteen-twenties and thirties, ending with the lively modern scene.

RDNG 700 Reading, Writing, and Critical Pedagogy **3 cr**

Explores a variety of approaches for teaching reading and writing that address the diverse literacy needs and strengths of students from a variety of language and cultural groups. Critical pedagogy is explored, an approach that re-envision traditional notions of the teacher-student relationship in order to draw on student-generated themes and understandings.

COURSE DESCRIPTIONS

RDNG 702 Reading, Writing, and Critical Pedagogy PrePracticum

1 cr

Employ a range of developmentally appropriate, process oriented, student centered instruction models for reading and writing; develop an understanding of the relationship between reading, writing and cognition; review fiction and non-fiction literature for children and adolescents; and apply assessment strategies that address the diverse literacy needs and strengths of learners from a variety of language and cultural groups.

Corequisite: RDNG 700

RDNG 704 Reading Topics

1-4 cr

Provides the opportunity for offering periodic studies of special topics or issues in the area of Reading, Literacy and/or Writing.

Prerequisite: permission of instructor

RDNG 710 Literacy Assessment I

3 cr

Provides teachers with a theoretical foundation to conceptualize and enact assessment as an on-going, reflective, constructive process to inform their educational practice. By understanding the theoretical underpinnings of assessment and educating the whole child, teachers will be able to contribute to individuals' literacy development by designing curricular approaches based on individuals' strengths and interest.

RDNG 711 Literacy Assessment I PrePracticum

1 cr

Investigates, by observation and administration, the strengths and weaknesses of a variety of formal and informal literacy assessments. Participants will complete a small case study involving one student.

Corequisite: RDNG 710

RDNG 712 Literacy Assessment II

3 cr

Explores how the role of the literacy specialist is ever-changing in today's schools. A person with a Master's degree with any type of concentration in reading education will be expected to provide specialized reading and writing instruction, assessment in cooperation with other professionals (special educators, speech and language teachers, school psychologists, etc), and diagnosis to students at a broad range of levels.

RDNG 713 Literacy Assessment II PrePracticum

1 cr

Explores the evolving role of today's literacy specialists. In doing so, students will continue to investigate, by observation and administration, the strengths and weaknesses of a variety of formal and informal literacy assessments. Participants will design a professional development plan to share with classmates, principals, and other colleagues.

Corequisite: RDNG 712

RDNG 715 Reading Practicum Internship

6 cr

Full year experience. In cooperation with school districts, MCLA offers internships/practica for licensure candidates. The placement should be designed around the thirteen standards for licensure.

Prerequisite: Department Approval

RDNG 716 Reading Practicum

6 cr

One semester experience. In cooperation with school districts, MCLA offers internships/practica for licensure candidates. The placement should be designed around the thirteen standards for licensure.

Prerequisite: Department Approval

RDNG 717 Reading Half-Practicum

3 cr

In cooperation with school districts, MCLA offers interns/practica for licensure candidates. The placement would be designed around the thirteen standards for licensure. Interns must be full time reading teachers and obtain a letter from Department of Education stating need for 150 hours of supervised internship.

Prerequisite: Department Approval

RDNG 720 Critical Literacy in the Content Areas

3 cr

Explores pedagogical approaches and assessment strategies to support students at all grade levels in developing literacy across all academic subject areas. Participants will extend understanding of developmentally appropriate literacy curriculum by integrating literature, visual arts and other media into content areas for grades K-12.

RDNG 721 Critical Literacy in the Content Areas PrePracticum

1 cr

Provides field base learning opportunities in literacy and is to be taken concurrently with RDNG 720. Each student arranges to spend a minimum of twenty-five hours in the field investigating and completing activities for this purpose.

Corequisite: RDNG 720

COURSE DESCRIPTIONS

RDNG 722 Critical Issues in Literature for Children and Adolescents **3 cr**

Children and adolescents learn about the world through literature written specifically for them. This course investigates the content of examples from genres of children's and young adult literature and considers how readers' cognitive, psycho-social and emotional needs are met. Of particular interest is developing the ability to read critically, which enables the reader to identify and evaluate messages, both explicit and implicit, comprising the particular worldview presented in any book.

RDNG 731 Teacher as Critic: Children's Literature **3 cr**

Using *The Child as Critic* by Glenna Davis Sloan as our touchstone text, we will apply her theory and practice for holistic literature-based reading to twenty-odd novels, as well as picture books and outstanding collections of traditional literature. Readings will be selected for literary excellence, variety of genre, connection to themes of the course and currency. For teachers of K-12.

RDNG 749 Children's Literature: Awards and Prizes **3 cr**

Offers students a look at the processes involved in selecting winners of both prestigious awards of literary merit and awards that focus on popularity. Students will read and discuss award-winning literature, research and present information on a variety of children's book awards, research and write a paper on the winners, honor books of a particular year, and participate in a mock selection process.

RDNG 808 Review of Literature in Reading **3 cr**

Provides students the opportunity to review current research in reading. Students will discuss trends and issues in reading education and the paradigms which guide them.

SPED 601 Children & Adolescents with Moderate Special Needs **3 cr**

The content of this course will be based upon MA 603 CMR 7.06 (25) (c) & (d). The course examines the many facets of persons with special needs. For each disability, definitions, causes and characteristics are discussed as well as legislation. There is an emphasis on the needs of the child with disabilities in the classroom, formal and informal assessment, and IEP's.

SPED 602 Children & Adolescents with Moderate Special Needs PrePracticum **1 cr**

Provides opportunities for students to observe and work with children with all types of special needs. Students analyze materials for cognitive language, motor skills, self-help, socialization, and emotional development. IEP's will be developed. This pre-practicum is required for Special Education licensure.

Corequisite: SPED 601

SPED 622 Modification of Curriculum **3 cr**

The content of the course will be based upon MA 603 CMR 7.06 (25) (d.) with specific emphasis on assuring each child academic and behavioral supports to maintain them in the regular education classroom. Topics to be covered will include the design or modification of curriculum, instructional materials and general education classroom environments, together with ways to prepare and maintain them in those classrooms using various behavioral assessments and techniques.

SPED 623 Modification of Curriculum PrePracticum **1 cr**

Provides field based learning opportunities in Modification of Curriculum. To be taken concurrently with SPED 622. Each student arranges to spend a minimum of twenty-five hours in the field investigating and completing activities for this purpose.

Corequisite: SPED 622

SPED 624 Collaboration and Consultation **3 cr**

The content of this course will be based upon Massachusetts 603 CMR 7.08 (b) & (e), specifically how one collaborates with colleagues to improve instruction, assessment and student achievement of students with moderate disabilities, and works actively to involve parents in their child's academic activities and performance, and communicates clearly with them. Co-teaching, consulting-teaching, and trainer-of-trainers models will be addressed.

SPED 625 Collaboration and Consultation PrePracticum **1 cr**

Provides field based learning opportunities in Collaboration and Consultation and is to be taken concurrently with SPED 624. Each student arranges to spend a minimum of twenty-five hours in the field investigating and completing activities for this purpose.

Corequisite: SPED 624

SPED 630 Assessment of Learning Problems/IEPs **3 cr**

Assessment and Educational planning for students with special needs are developed on the basis of identification and on-going evaluation. Emphasis is on formal and informal screening and assessment, design of Individual Education Plans, and an understanding of the interactional aspects of learning problems.

COURSE DESCRIPTIONS

SPED 631 Assessment of Learning Problems/IEP PrePracticum

1 cr

Provides opportunities for students to gain field experience in assessment interpreting results and developing IEPs. Requires a minimum of 25 hours of field experience.

Corequisite: SPED 630

SPED 634 Special Education Topics

1-4 cr

Examines topics relevant to special education. Emphasis is on special education appropriate and relevant for Elementary, Middle and/or Secondary school teachers. Not open to undergraduate students.

Prerequisite: permission of instructor

SPED 710 Moderate Disabilities Internship

6 cr

Occurs over a full teaching year, is less than half-time and is accumulated at the rate of at least two-fifths time per work week (approximately 10 hours per week). The internship must include substantial supervisory administrative duties in the role of teacher of students with moderate disabilities and occur at the level of the licensure.

SPED 711 Moderate Disabilities Practicum

6 cr

Occurs half-time for a semester and includes substantial duties in the role of Teacher of Students with Moderate Disabilities. Licensure candidates must maintain a log of their experiences and demonstrate that they have exceeded the recommended hour requirements of direct responsibilities as a special education teacher as set forth in the Regulations for Educator Licensure.

SPED 716 Collaborative Schools: Creating, Implementing and Evaluating

3 cr

Explores the fundamentals of collaboration and the factors that must be explored to create, implement and evaluate collaborative programs in school settings. A multidimensional framework will be utilized identifying four basic collaborative functions: Facilitative, supportive, informative and prescriptive. Basic communication skills will be taught and utilized as the foundation of all collaborative work. The like between theory and practice will be explored.

SPED 810 Advanced Foundations of Special Education

3 cr

Provides students of special education with advanced knowledge and skill necessary to design and implement collaborative programs of instruction to support the learning of students with special needs.

SPED 811 Advanced Foundations of Special Education PrePracticum

1 cr

Focuses on designing and implementing collaborative programs of instruction in school and home. The student will spend at least 25 hours in the field designing and implementing an age appropriate collaborative program for students with special needs in school or home. This should be taken concurrently with SPED 810 Advanced Foundations of Special Education.

Corequisite: SPED 810

SPED 818 Seminar in Low Prevalence Exceptionalities

3 cr

Examines current issues and trends in the education of individuals whose disability is manifested in 2% or less of the general population. Topics will be introduced with some discussion. Students will respond by writing a position paper on an issue of their choice related to the topic. The course will in addition focus on research issues with low prevalence exceptionalities: students will lead discussions in their area of research interest.

SPED 820 Leadership in Special Education Administration

3 cr

Looks at the new leadership needed to support Special Education from policy to programs. It will focus on linking theory and practice by identifying best practice in the school reform movement, including; site based management, outcome-based curriculum frameworks, staff development to foster links between regular and Special Education staff, interagency cooperation to ensure unified support for children and their families, litigation prevention.

SPED 821 Leadership in Special Education Administration PrePracticum

1 cr

Identifies best practices in the school reform movement and should be taken concurrently with SPED 820. The student will spend at least 25 hours investigating and completing duties of the Special Education leader that are related to site based management, outcome based curriculum, staff development, interagency cooperation, and program monitoring and evaluation.

Corequisite: SPED 820

SPED 822 Special Education Law

3 cr

Examines the legal basis for Special Education and the current court cases that shape school policy and procedure. Administrators, teachers and special educators are called upon to interpret the legal rights of students with disabilities on a daily basis. A critical analysis of pertinent laws, regulations and case law will be examined.

COURSE DESCRIPTIONS

SPED 830 Critical Issues in Special Education

3 cr

The content of this course will be based upon MA 603 CMR 7.06 (25) (c) & (d) with specific interest in how the public education system has struggled to accommodate the varying, and sometimes conflicting principles, ideals, values, beliefs, and backgrounds of various cultures involved in the special education system. Federal and state laws, societal attitudes, and hidden forms of discrimination will be explored in the context of the education of children with disabilities.

SPED 832 Educating Children with Low-Incidence Disabilities

3 cr

The content of this course will be based upon MA 603 CMR 7.06 (25) (c) & (d), with specific emphasis on federal and state laws pertaining to education, IEPs, education and personality theories, assessment, and multicultural views of education. By understanding how and why children behave the way they do, teachers can more effectively reach children in order to better teach them.

SPED 834 Special Education: History, Law and Social Ethics

3 cr

The content of this course will be based upon MA 603 CMR 7.06 (25) (c) & (d), with emphasis on the history and treatment of people with disabilities in the context of the principles, ideals, institutions and processes of their development. It will explore those individuals, attitudes and laws leading up to the present educational entitlements and protections.

SPED 836 Disability and the Family System

3 cr

The content of this course will be based upon MA 603 CMR 7.06 (12) and (25) with specific emphasis on all aspects of human growth and development, family and interpersonal relationships, federal and state laws and regulations pertaining to special education, and knowledge of services provided by agencies other than schools that take a family systems view of disability.

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EDUCATIONAL RESOURCES

Academic Computing -General Purpose Academic Computer Laboratories are located on the first floor of Murdock Hall. The computers are connected to the campus-wide network and to the Internet. Software packages available in the labs include Microsoft Word, Excel, Access, and PowerPoint, along with various Internet applications and programming languages. Specific software for the completion of classroom assignments may also be placed on computers when provided by individual instructors.

In addition to the General Labs, several other facilities around the campus serve the needs of particular programs such as Education, English/Communications, the social sciences, Computer Science, the Library, the Honors Program, and Learning Services. All labs are tied to the campus network, to the campus email and courseware systems, and to the Internet. Most network resources are available through the Internet 24 hours a day for off-campus students.

MCLA maintains a wireless network of over 100 access points that covers all public, academic, and administration buildings plus many open spaces around campus. The wireless network makes all local and Internet resources available to members of the campus community whose laptops are equipped for 802.11 a, b, or g Wi-Fi communications.

The College has a Computer Support Services Department to maintain the computers and network and a Help Desk to support students, faculty, and offices across campus. The Help Desk is located on the first floor of Murdock Hall and is reachable at 413-662-5276 or helpdesk@mcla.edu. The Help Desk Manager, and a variety of student employees manage the labs and assist students as they complete their computer-related assignments. While the support staff will not contribute directly to the content of assignments, its members will assist students with hardware or software problems that they encounter in the labs.

An Academic Technology Center faculty lab also located in Murdock Hall provides support for faculty with the integration of technology into their teaching both in classroom settings and in online support environments.

MCLA uses the FirstClass groupware system to provide email and several other models of information sharing from calendars to instant messaging. The WebCT course management system at <http://webct.mcla.edu> hosts materials for online courses used at both the undergraduate and graduate levels.

The College's Internet Web server at <http://www.mcla.edu> presents information about the College to the outside world. The College also operates an intranet server for members of the institution. It holds course documents, information about dealing with the College, calendars, various bulletin board systems, discussion lists, and links to sites for Internet research.

All computer lab and network services are accessed using an MCLA Net user name and password. These credentials may be acquired online or with the help of the Help Desk once a student is registered for courses.

Library -The mission of the Eugene L. Freel Library is to support the research needs of MCLA students. To achieve that mission the Library provides access to a wide variety of informational holdings. The holdings of the Library include 189,000 book volumes, 150 current print journals, newspaper subscriptions, over 8,700 full text on-line journals, over 250,000 microform units, and over 6,500 non-print media items. The Library also maintains special collections pertaining to local Northern Berkshire county history and the history of the College.

Freel Library provides a full range of information services to the academic community. The Library is staffed by six full-time and five part-time employees, including two professional librarians. The staff offer assistance in a variety of informational tools. The tools include full reference services, bibliographic instruction for classes and individuals, database searching, and interlibrary loan service.

Freel Library provides a number of computers for student use. Several computers, located in the reference department, are dedicated to database searching. The Library is a member of the Central/Western Massachusetts Automated Resource Sharing network (C/WMARS). Membership in C/WMARS provides access to the holdings of 17 academic libraries, five special libraries and over 140 public libraries in the State. C/WMARS also provides patron placed holds, which eliminate much of the red tape of traditional interlibrary loan.

MCLA's membership in CWMARS provides students, faculty, and staff access to the collections of the CWMARS libraries. In addition, CWMARS forms the portal for MCLA patrons to access and search the Massachusetts Statewide Virtual Catalog. The Virtual Catalog allows MCLA students and faculty to search the collections of libraries across the Commonwealth. Using the same system, patrons may request books from those libraries. The state courier system delivers the requested items directly to Freel Library. Freel Library maintains cooperative agreements with all 28 libraries of the Massachusetts public higher educational institutions. In addition, the library maintains cooperative borrowing agreements with Williams College so that students may check out materials not owned by MCLA.

EDUCATIONAL RESOURCES

Media Services -Media Services provides a full range of equipment to support classroom teaching at MCLA. Media Services also circulates 35mm cameras, digital cameras, and video cameras. Other services include satellite TV programming, media setups for classes, teleconferencing and supports distance classes. Media Services will also setup PAs for speakers and has equipment to digitally record concerts and other campus events. Media Services also supports the intelligent classrooms in Bowman Hall, Mark Hopkins Hall, and the Library Viewing Room. Media Services maintains viewing and listening carrels in the Freel Library. Students are encouraged to make use of the equipment and collections offered by the Media Services department.

Office of Lifelong Learning -Lifelong Learning plans and implements special programs and non-credit classes for continuing learners throughout the Berkshires and beyond. These programs may include topic workshops, conferences, seminars, and symposia for the professional development of personnel in schools or industry. A variety of seasonal educational programs are offered such as Elderhostel, children's camps, violin repair workshops and planning support for programs like MCLA Leadership Academies and CAGS program. The Office of Lifelong Learning also makes College facilities available to outside groups needing housing, meals, and meeting space for educational and training programs, and other conferences. Individuals or organizations interested in creating a seminar or workshop on a particular subject may call the Office of Lifelong Learning at (413) 662-5543.

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ACADEMIC INFORMATION AND POLICIES

Academic Standards

Degree candidates shall be required to maintain a grade average of B (3.0) or better. A student who receives more than two grades below a "B" (3.0) will be dismissed from the program.

A graduate student who has been denied permission for further study may petition the Education Department Graduate Committee for reinstatement. The student should submit her/his petition along with reasons for such request to the Dean of Academic Affairs and the Education Department Chair. If the decision of the Chairs is not satisfactory to the student, she/he may submit an appeal to the Graduate Education Council.

Add-Drop Procedures

Registration in summer and weekend graduate courses must be completed two weeks prior to the commencement of the first class.

Addition of Courses – For full semester courses (fall/spring), students may add into a class with the instructor's permission. No class can be added after the second class meeting. Forms for this purpose are available in the Registrar's Office.

Dropping or Withdrawing From Courses - Students have one class meeting to drop from a full semester course with no academic penalty and no notation that they were enrolled in the course on their records. Courses running less than an entire semester will have varying withdrawal dates based on the length of the course. Forms for this purpose are available in the Registrar's Office. Students who withdraw between the second meeting and the course midpoint of a regular semester will incur no penalty as far as the quality point average is concerned but will have a notation of "W" on their permanent records. No student may withdraw from a course during a regular semester after the course midpoint. *Note: A course is not officially added or dropped until the appropriate form has been completed by the student and instructor and has been validated by the Registrar's Office. This is the responsibility of the student.*

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Any student not attending a course and not officially withdrawing will be issued a grade of "F" on his/her record. The "F" grade will be used in computing the student's grade point average.

Advising

As soon as admission to the M.Ed. program is declared the student is assigned an advisor. The graduate advisor is available to assist students in planning individual programs of study and relating them to their educational and career objectives. The graduate advisor also makes referrals to other college and community offices in an effort to help students best utilize available resources.

Attendance Policy

Class attendance is taken very seriously, and students may be penalized within the grading process for unexcused absences. Students are expected to attend classes regularly, since this is a necessary means of learning and of attaining the educational objectives of the College. Since course design and objectives vary, attendance policies are set forth in each instructor's course syllabus.

Attendance by all graduate students is expected to be regular. Attendance criteria for a particular course are at the discretion of the instructor and should be announced during the first class session. Work missed through absences is expected to be made up; however, permission to make up work is not automatic and is subject to the discretion of the instructor.

Students who register for weekend classes should plan to attend all classes as one absence is the equivalent of missing three weeks of a traditional class schedule.

Audit Policy

A student may audit a course with the approval of the chairperson of the department and the consent of the instructor. Auditors are subject to any conditions established by the department or the instructor. No credit is awarded for audited courses. Such courses are officially reported on the student's transcript with the notation "AU" (Audit-No Credit) when all course conditions are met. Auditor status cannot be changed.

Students register for audit during the first week after the Add Period. A student who wishes to attend class before audit registration may do so with the consent of the instructor. Students are responsible for all course fees when auditing a course. Students who have registered for a grade have enrollment preference over auditing students.

ACADEMIC INFORMATION AND POLICIES

Core Courses - M.Ed.

M.Ed. students in all concentrations are required to complete all of the following **Core Courses** at MCLA:

- EDUC 702: Ethics and the Foundations of Schooling (offered each fall and spring)
- EDUC 717: Curriculum Theory and Democratic Practice (offered each fall and spring)
- EDUC 719: Multicultural Education (offered each fall and spring)
- EDUC 783: Philosophies and Methods of Inquiry*
- EDUC 784: Inquiry Seminar*

Education 783 and 784 (the capstone core courses) **must be taken in sequence. EDUC 783 is offered in the Fall semester only, followed by EDUC 784 in the Spring semester. These courses provide the capstone experience for the M.Ed. program. Students in the culminating master's experience courses (EDUC 783 and EDUC 784) will focus on inquiry related to their areas of concentration. These will be the last courses students take in their M.Ed. program. All students **must have completed all other coursework** (a minimum of 27 credits, excluding internship credits) before enrolling in EDUC783.*

Course Load

Graduate students having full-time teaching, supervisory, or administrative responsibilities may not take more than eight (8) semester hours during a fall or spring term (excluding internship credit).

Grading System

Grades in graduate courses are recorded on college records in the following manner:

Grade	Description	Grade Value
A	Excellent	4.0
A-RAFT		3.7
B+	Good	3.3
B		3.0
B-	Fair	2.7
C+		2.3
C	Poor (must repeat)	2.0
F	Failure	0.0
P	Pass	----
PC	Pass/Continue	----
W	Withdrawn	----
INC	Incomplete	----

Graduation

It is the student's responsibility to file for commencement within published deadlines. Forms are available from the Registrar's Office. Diplomas are awarded once each year at the May Commencement. Students completing their program at the end of the fall or summer semesters may request a transcript certifying completion of degree requirements.

Honor Society

Pi Lambda Theta, the honor society for professionals in education, is dedicated to providing leadership development for its members, to promoting academic excellence at all educational levels, to providing an environment for professional growth, and to providing leadership for the profession. Inquires concerning membership should be addressed to the Chapter Coordinator, c/o the Education Department.

Incompletes

An **incomplete (INC)** is recorded in the student's record when a portion of the assigned work, as clearly indicated in the course outline, syllabus, or project proposal, has not been completed because of the necessary absence of the student or for other reasons equally satisfactory to the instructor, and then only when the instructor judges the work already done by the student to be of passing quality.

The course work must be completed by a date specified by the instructor. This date cannot exceed six (6) weeks after the start of the following semester. The **INC** is then changed to a permanent letter grade. **The obligation rests with the student** to ask the instructor what work must be completed and what conditions, if any, must be met. The instructor and the student will sign a standardized contract specifying the nature of the coursework to be completed. If the course work is not completed before the deadline specified in the contract, the **INC** will be changed to an "F".

ACADEMIC INFORMATION AND POLICIES

Plan of Study - M.Ed.

The M.Ed. candidate must complete a Plan of Study providing the rationale, objectives, and selected courses or learning experiences for her/his individual program of study. It is recommended that the student meet with her/his graduate advisor in advance of the deadline to discuss the format and substance of this important document. The Plan of Study guides the student's program and helps to provide a rationale for the selection of courses. N.B. Courses carrying an "INSV" prefix and/or the course number "690" will **not** be accepted toward any degree or licensure program.

Practicum and Internship Program Policies - M.Ed.

- C School Principal/Assistant School Principal (PreK-6; 5-8; 9-12 License: Initial),
- C Supervisor/Director (Level dependent upon prerequisite license) License: Initial
- C Superintendent (All Levels) License: Initial
- C Special Education Administrator (All Levels)
- C Reading Specialist
- C Teacher of Student with Moderate Disabilities (PreK-8, 5-12)

Program Description

Massachusetts College of Liberal Arts, in cooperation with area school districts, offers an internship/practicum program for licensure candidates. The local school system is asked to create an internship/practicum position, releasing the prospective administrator from classroom and other regular duties as required for the experience in which the intern is enrolled. A letter from the Superintendent describing the extent of released time is required. The internship or practicum should be designed around the standards for licensure. All internships and practica should include experiences with a range of school-wide administrative duties and must show direct and indirect administration of an ongoing program while pupils are in attendance.

Field Site Experiences

Administrative Practicum

At Massachusetts College of Liberal Arts, an Administrative Practicum occurs half-time for one semester and must include substantial supervisory/administrative duties in the role and at the level sought. Interns must maintain a log of their experiences and demonstrate that they have exceeded the recommended hour requirements of direct administrative/supervisory experience set forth in the [Regulations for Educator Licensure](#). The practicum should reflect a variety of experiences with students of different gender, racial, linguistic and socioeconomic background and special needs. (ADMN 711 - Administrative Practicum; 6 credits).

Administrative Practicum Internship:

At Massachusetts College of Liberal Arts, a Practicum Internship occurs for an entire school year and must include substantial supervisory/administrative duties in the role and at the level sought. Interns must maintain a log of their experiences and demonstrate that they have exceeded the hour requirements of direct administrative/supervisory experience as set forth in the [Regulations for Educator Licensure](#). The practicum internship should reflect a variety of experiences with students of different gender, racial, linguistic, and socioeconomic backgrounds and special needs. (ADMN 710 - Administrative Internship; 6 credits).

Campus Meetings and On-site Visitations

The College requires three meetings with the three participants: the candidate, the college supervisor, and the on site administrator/supervisor. An initial meeting for all interns and their supervisors is held at the beginning of the practicum/experience to review the standards for administrative licensure and to review the internship requirements. The final visit and the mid-experience evaluation will be arranged at this meeting.

Commitments: School System

- In the case of a practicum-internship, the chief school officer must demonstrate support of the practicum-internship by sending a letter of support for the prospective intern. Every effort should be made to provide release time for the duration of the internship.
- The intern or practicum student must be supervised by a full-time administrator or supervisor who is licensed in the appropriate role.
- The intern supervisor must be involved in; 1) the evaluation of the intern, 2) together with the intern, attend two evaluation sessions as established by the College internship coordinator, and 3) be available for the site visits and evaluation.

ACADEMIC INFORMATION AND POLICIES

Commitments: Student

- Prepare a proposal as described above.
- Together with the on-site supervisor, attend on-campus meetings and site visits as established by the College internship coordinator.
- Maintain a professional portfolio together with an artifact file to be submitted to the college supervisor at the end of the internship experience.
- Keep a log of all activities as they relate to the standards and document all hours of administrative duties, paying close attention to the hours of **direct** administrator/supervisory experience/s.
- Prepare a final report (administrative brief) which reflects progress made and accomplishments made based upon the standards and which reflect the proposal.

Commitments: College

- Review and approve or disapprove the internship/practicum plan.
- Prepare and distribute the necessary forms for the internship.
- Review the progress of the program with the intern and the local school supervisor.
- Provide for on-campus meetings and/or on-site visitations based upon individual and group needs. There will be a minimum of three meetings: 1) at the beginning; 2) mid-point; and, 3) at the end of the experience.
- Evaluate the intern's work and award graduate credit (6 semester hours) as appropriate.
- Submit documentation to Commonwealth of Massachusetts Bureau of Teacher Licensure for people who complete licensure program. (Massachusetts candidates only)

Recommendations Regarding Release Time During Practicum and Internship

Practicum (ADMN 711, Administrative Practicum)

It is highly recommended that a person be released from 50% of her/his duties and teaching responsibilities per week for a college semester. Preparation periods are considered part of regular teaching duties and should only be reduced in a ratio which is proportionate to the reduction in teaching responsibilities. The teacher must have administrative duties while students are in attendance. The practicum student must document all hours of **direct** administrative experiences in a log.

Summer Practicum

A person **must** work as an administrator for 100% of her/his assigned time. The summer experience must be equivalent to a regular, school year assignment and the summer program must have pupils in attendance. The summer practicum student must have direct administrative responsibilities over programs in which students are involved. The hours of **direct** administrative experiences must be documented. The student must be involved in the start-up and closing of the summer school (which may involve assignments in the early spring or winter as well as after the formal closing of the school).

Practicum Internship (ADMN 710, Administrative Internship)

It is highly recommended that a person be released from 30% of her/his duties and teaching responsibilities per week for an entire school year. Preparation periods will be considered part of regular teaching duties and should only be reduced proportionately to the reduction in teaching load. The teacher must have administrative duties while students are in attendance. The practicum student must document all hours of **direct** administrative experiences in a log.

Summary of Standards for Evaluating Internships and Practica (Administrative Licensure Programs)

The following pages show the standards upon which the administrative intern will be evaluated. These standards must be considered when developing the narrative description of proposed intern activities.

A. Leadership

- Articulates the purposes of education and the place of public schools in the United States of America.
- Articulates vision and mission.
- Reviews, evaluates, and revises instructional programs on the basis of sound information and relevant data.
- Knows and encourages appropriate uses of instructional technologies.
- Promotes activities that honor academic excellence.
- Involves staff in preparing and implementing professional development plans that are related to improved student learning.
- Helps staff align their curriculum with the State's curriculum frameworks.
- Understands principles of mentoring and provides new teachers with mentors.
- Encourages experimentation and rigorous evaluation of new pedagogical approaches.

ACADEMIC INFORMATION AND POLICIES

B. Administration

- Demonstrates effective oral and written communication skills.
- Uses effective methods of personnel selection, supervision, and evaluation.
- Identifies, implements, and evaluates content-based instruction based on the Massachusetts Curriculum Frameworks.
- Practices relevant fiscal management policies and procedures.
- Uses technology appropriately for his or her professional position.
- Acts with integrity, fairness, and professionalism.
- Understands plant facilities and equipment management.

C. Equity

- Assures presence and quality of educational programs that address the needs, interests, and abilities of all students.
- Provides programs or activities that help all students acquire a positive civic identity and see themselves as integral members of our civic communities.
- Fosters understanding that effort is a key factor in achievement.
- Helps all students see themselves as unique individuals responsible for their own actions.
- Assures high academic expectations for all students.
- Holds teachers, students and self to high standards of performance and behavior.

D. Community Relationships

- Involves families and other community members in developing the vision, goals, improvement plans, and programs for the school/district.
- Promotes partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction.

E. Professional Responsibilities

- Meets his or her legal and moral responsibilities.
- Maintains interest in current developments in the professional discipline.
- Knows educational principles and research that promote sound practices.
- Studies educational research of relevance to professional responsibilities.
- Is familiar with the range of instructional programs and policies that can promote academic learning for all students.
- Is familiar with the range of student support services.
- Is familiar with the range of professional training programs and providers for prospective teachers.
- Knows multiple strategies to assess student performance.
- Understands approaches to organizational change, school-based management, and school restructuring.
- Understands, federal, state, and municipal laws and regulations affecting schools, staff and students, including laws on disability, civil rights and responsibilities, issues of liability, and requirements of due process.
- Demonstrates understanding of current issues in American education.

NOTE: For the Initial Superintendent/Assistant Superintendent License candidates must meet the following criteria as set forth in the *Regulations for Educator Licensure and Preparation Program Approval*:

- Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public/charter school, private school, higher education, or other educational setting accepted by the Department.
- Passing score on the Communication and Literacy Skills test.
- Possession of at least an Initial license in another educational role or Preliminary Superintendent/Assistant Superintendent license and completion of three full years of employment in a district-wide, school-based, or other educational setting.
- Demonstration of successful application of the Professional standards for Administrators set forth in 603. CMR 7.10 through completion of an approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300) hours in the superintendent/assistant superintendent role.

Registration

Course schedules and registration information are published three times each year. The brochure is mailed to returning students. Copies of the current brochure may be obtained upon request to the Education Department. Please note that the act of registering is not the same as completing an application for admission to the graduate program. You must apply in order to register.

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Repeat Policy

A course may be repeated in which a grade of B- or lower was earned. If the course is required and the student earned a C or lower, the course *must* be repeated. The grade earned in a repeated course replaces the original grade in the student's quality point average even if the repeated grade is lower. (The grade earned each time the student took the course remains on the student's transcript, but the course is marked "Repeated," and the originally attempted credit is not calculated into the quality point average).

Students must complete a Repeat Course Form for each course they repeat. Repeat course work taken off campus must be approved **prior** to the course being taken. Forms to be completed include: off-campus approval and repeat course. Both forms are available in the Registrar's Office.

Request for Transcripts

The first copy of the student's transcript in the Registrar's Office is sent without charge. There will be a charge for each subsequent copy requested. A request in writing, either in a signed letter or on a Transcript Request Form, available in the Registrar's Office, should be submitted at least two weeks before the transcript is needed. Letters should be sent to:

Registrar's Office
Eldridge Hall
Massachusetts College of Liberal Arts
North Adams, MA 01247

Standards

Appeals - In the event a graduate student wishes to appeal an instructor's grade, the route the appeal should take is as follows: a) the student initiates the appeal by obtaining an Academic Appeal Form from the Registrar's Office; b) the student then presents the appeal to the instructor(s) concerned. The instructor will respond in writing. If a solution satisfactory to the student is not met; c) the student may elect to take the written appeal along with the statement of the instructor(s) to the chair of the department, who must respond in writing. If a solution satisfactory to the student has still not been reached; d) at the student's initiation, all materials are brought to the Chair of the Graduate Education Council who will take the request to the membership. The Graduate Education Council, after reviewing all the information will meet with all parties and respond in writing; e) if a solution has still not been reached that satisfies the student, s/he may forward all information to the Dean for review.

In cases involving grade changes, a student is allowed 30 days into the following semester to initiate an appeal concerning grades earned in a regular fall or spring semester. In all other cases, the student has 30 days after receipt of the grade to initiate an appeal for a grade change through the aforementioned channels. At each of these points, the appeal must be approved or disapproved in writing and the appropriate signatures affixed to the appeal within one week after each step of the appeal.

Honesty - A college is a community of students and faculty interested in the search for knowledge and understanding. Essential to that search is a commitment to honesty and integrity. Honesty on the part of every college student has and always shall be an integral part of the plan of higher education at Massachusetts College of Liberal Arts. Acts of dishonesty conflict with the work and purpose of the entire College and are not merely a private matter between student and instructor.

Violations of academic honesty include but are not limited to:

- plagiarism (as defined below)
- submitting the work of others as one's own
- communication during an examination
- using crib notes in an exam, except as allowed by the instructor
- obtaining prior knowledge of examination questions
- substitution of another student in an examination
- altering College academic records
- knowingly using false statements for academic benefit
- collaborating on material after being directed not to collaborate
- forging a signature of a College official or faculty member
- soliciting an official signature under false pretense

Plagiarism - The academic departments of the College have varying requirements for reporting the use of sources, but certain fundamental principles for the acknowledgment of sources apply to all fields and levels of work. The use of source materials of any kind and the preparation of essays or laboratory reports must be fully and properly acknowledged. In papers or laboratory reports, students are expected to acknowledge any expression or idea that is not their own. Students submitting papers are implying

ACADEMIC INFORMATION AND POLICIES

that the form and content of the essays or reports, in whole and in part, represent their own work, except where clear and specific reference is made to other sources. Even if there is no conscious intention to deceive, the failure to make appropriate acknowledgment may constitute plagiarism.

Any quotation - even of a phrase - must be placed in quotation marks and the precise source stated in a note or in the text; any material that is paraphrased or summarized and any ideas that are borrowed must be specifically acknowledged. A thorough reordering or rearrangement of an author's text does not release the student from these responsibilities. All sources that have been consulted in the preparation of the essay or report should be listed in the bibliography.

Policy on Academic Honesty - Upon an occurrence of alleged academic dishonesty instructors may exercise **their discretion in imposing a sanction**. Instructors may **further** file charges with the Graduate Education Council against students if they believe that additional sanctions would be appropriate.

Instructors shall notify the Registrar in writing of any occurrence of academic dishonesty whenever they have imposed sanctions. Such notification shall include the student's name, course title, date of occurrence, type of dishonesty, sanction(s) being imposed, **and any further action requested**.

This notification shall be effected within fourteen days after discovery of the incident. A copy of said notice shall be sent to the student involved, including the charges made against the student and the grounds, if proven, that would justify failure or other academic sanction. If the student involved wishes to appeal the sanction imposed by the instructor, the student must initiate an appeal within two weeks after receipt of this notification. The Graduate Education Council shall consider as a basis for a hearing that: a) the student claims not to have been academically dishonest; b) the student claims the instructor imposed an inappropriate sanction; c) the nature of the offense merits further action.

In academic dishonesty cases the Council may receive requests for hearings from students, from individual faculty and staff members, and from the Registrar. The Graduate Education Council reserves the right not to hear any appeal in any case where data are not sufficient, the necessary steps have not been followed, and/or when the Council jurisdiction is not clear.

Further information regarding instructor and student rights and responsibilities and appropriate procedures to be followed in applying this policy may be obtained from the Education Department or the Office of the Dean of Academic Affairs or the Registrar.

Status

Student Status - The College describes graduate student status as follows:

Full-Time Student. A student registered for 9 or more credit hours that semester.

Part-Time Student. A student registered for fewer than 9 credit hours that semester.

Matriculated Student. A student who has been accepted in the graduate program and who is subject to all the normal academic regulations and policies of the College.

Waiver Process - M.Ed.

The Massachusetts regulations for the Licensure of Educational Personnel allows the waiver of components for a student who can demonstrate that s/he has acquired the competency in courses or other experiences completed outside the state approved program. Students who wish to participate in this process should meet with the MCLA Licensure Officer or the Department Chair for an unofficial review of previous courses/experiences to determine whether a request for a waiver would be appropriate. Upon determination of the advisor to proceed, the student must complete the waiver form plus one individual review sheet for each course/pre-practicum experience for which a waiver is requested. Students are required to provide official transcripts, letters from employers, course descriptions, syllabi, course products and a narrative description of the course/experience that document how the competencies usually met through coursework have been fulfilled. (For example, a course in American School Law taken at another university could be used to waive ADMN 712 School Law or employment as a department chair with responsibilities to supervise and evaluate faculty could be used to waive the supervisor pre-practicum experience).

A waiver of a course or credit does not reduce the number of credits a student needs for her/his M.Ed. program. It can reduce the number of courses/pre-practicum experiences required for Licensure. For example, if a student who already possesses a Masters Degree received 15 credits of waivers in the school principal program which comprises 36 credits, s/he needs only take 21 credits (15+21=36) to complete the Licensure program. On the other hand, if the student does not possess a Masters Degree, s/he must still complete the requirements for same to be licensed.

STUDENT AFFAIRS INFORMATION AND SUPPORT SERVICES

Student Affairs, working with Academic Affairs, creates a living-learning community which provides a sense of affiliation; respects and values the worth of all members; supports academic success; and encourages the personal development, wellness, and safety of students. Students in this community participate in meaningful leadership and service opportunities which build a foundation for lifelong learning and the attainment of career goals.

Bookstore - The College Bookstore provides new and used textbooks, reference books, and fiction and nonfiction books in hardcover and paperback, school supplies, a selection of insignia clothing, newspapers, magazines, snacks, software, holiday specials, greeting cards, and assorted Massachusetts College of Liberal Arts glassware and ceramics. Book buy-back, special book orders, and check-cashing are also available.

Campus Center - One of the main focal points of student and college-wide activities is the Amsler Campus Center. The west wing (or Athletic wing) houses the Athletic Department and Physical Education offices, locker rooms, swimming pool, gymnasium, handball/racquetball and squash courts, athletic equipment room, training room, and a dance complex that is used for several activities including dance, boxing, karate, and aerobic classes.

The east wing (or Student Affairs Wing) houses the College dining area - the Centennial Room, Sharky's (a late night social space), the college bookstore, Fitness Center, the campus convenience store (known as the C-Store), lounges, and meeting rooms. The following Student Affairs and student organization offices are also a part of the east wing: Public Safety, Non-Traditional Student Organization, Dean of Students, Assistant Dean of Students/Judicial Affairs, Student Development Office, Student Activities Council, ALANA/International Student Services & Programs, Multicultural Education Center, Student Government Association, WJJW/the College radio station, B-GLAD, Stop the Hate, Center for Service and Citizenship, Orientation, Student Activities, Susan B. Anthony Women's Center, Inter-Greek Council, and the Commuter Student Lounge.

An annex to the Campus Center is Hoosac Harbor, located in the lower level of Hoosac Hall. Activities such as dances, comedy shows, and movies take place there. Hoosac Harbor also provides open recreational time for students where they can play pool, ping-pong, foosball, air hockey, board games, and have access to a large screen television at no cost. E-mail stations are located in Sharkey's.

Fitness Center - Located on the second floor of the Campus Center, the Fitness Center includes a variety of strength conditioning equipment for each of the main muscle groups, as well as cardiovascular equipment. The fitness equipment, with treadmills, rowing machines, stair steppers, computerized cycles, upper body ergometers and free weights assists students to develop endurance and maintain overall physical fitness. Workshops are offered for the novice, and both group and individual programs challenge students to achieve their personal best.

Housing - Graduate student housing is limited to residential summer programs. There is no housing available on campus during the academic year.

Public Safety - The Department of Public Safety has a Director, and a complement of officers, dispatchers and clerical staff who provide service around the clock every day. An on-campus escort service by a campus police officer is provided upon request. Portable engravers are available for students wishing to engrave identifying numbers on items of value. The office is located on the first floor of the Campus Center.

Resident freshmen are not allowed vehicles on campus. Out-of-state students are required by state law to register their vehicles with the North Adams Police Department. Parking on campus is limited and by permit only. Resident student parking permits become available through a lottery conducted by Residential Programs & Services. Parking permits for commuter spaces may be purchased for \$30 per semester at the Department of Public Safety during specified times at the beginning of each semester. These are issued on a first come, first served basis upon application and presentation of car registration, valid college ID, and driver's license. The resident student parking permit distribution process is coordinated by Residential Programs & Services. Resident students should contact Residential Programs & Services for information about this process (a limited number of permits are available for \$100 per semester). All student vehicles must be registered with the campus Department of Public Safety.

EDUCATION FACULTY

PROFESSORS

Ellen P. Barber: gender, ethics, education leadership, foundations

B.S., State University of New York, 1971

M.Ed., North Adams State College, 1992

Ed.D., Hofstra University, 1995

Roselle K. Chartock: curriculum and instruction, social studies education

B.S., Skidmore College, 1966

M.S., Hunter College, 1971

Ed.D., University of Massachusetts, 1979

ASSOCIATE PROFESSOR

Susan Edgerton: curriculum theory, social justice

B.A., Louisiana Tech University, 1977

M.S., Louisiana Tech University, 1983

Ph.D., Louisiana State University, 1992

Dana Rapp: curriculum theory, teachers and civil disobedience, democratic practice

B.A., Alliance Francaise, 1985

B.A., Indiana University, 1988

M.A., James Madison University, 1995

Ph.D., Indiana University, 1998

ASSISTANT PROFESSORS

Emily DeMoor: curriculum and instruction; sustainability studies, science, math and technology

B.A., Loyola University, 1981

M.A., Tulane University, 1989

M.P.S., Loyola University, 1996

Ph.D., Louisiana State University, 2004

Dale Fink: early childhood education, special needs

A.B., Harvard College, 1972

M.Ed., Antioch University of Open Education, 1979

Ph.D., College of Education, University of Illinois at Urbana-Champaign, 1997

Dawn Rodrigues: instructional technology

B.S., Kutztown State College, 1996

M.A., Kent State University, 1968

Ph.D., Kent State University, 1971

Ann C. Scott: reading and writing, multicultural education, language acquisition

B.A., Smith College, 1991

M.Ed., University of Massachusetts, Amherst, 1995

Ed.D., University of Massachusetts, Amherst, 2001

Christine Woodcock: literacy, special education, gender

AA., Dutchess Community College, 1995

B.A., Binghamton University, SUNY, 1997

M.Ed., Binghamton University, SUNY, 1999

Ph.D., SUNY Albany, 2003

COLLEGE ADMINISTRATION

PRESIDENTS OF MASSACHUSETTS COLLEGE OF LIBERAL ARTS

Frank Fuller Murdock, Principal, 1896-1921
Roy Leon Smith, A.B., Principal, 1921-1932
Albert Gould Eldridge, M.A., 1932-1936
Grover Chester Bowman, Ed.D., L.H.D. (hon.), 1937-1954
Eugene Lawrence Freel, Ph.D., 1955-1966
Andrew Sinclair Flagg, M.Ed., 1966-1969
James Thomas Amsler, Ed.D., 1969-1979
William Paul Haas, Ph.D., D.D. (hon.), LL.D. (hon.),
L.H.D. (hon.), D.B.A. (hon.), 1979-1983
Catherine Anne Tisinger, Ph.D., LL.D. (hon.), 1984-1991
Thomas David Aceto, Ed.D., LL.D. (hon.) 1991-2002
Mary K. Grant, Ph.D., 2002-

MASSACHUSETTS BOARD OF HIGHER EDUCATION

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G.L. Peter Alcock, Jr.
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Kathleen A. Kelley
Amanda Lacouture, Student Member
Ann Reale, Ex-officio
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Matthew C. Harris, Williamstown
Benjamin Lamb, Student Member
Eugene W. Leibowitz, M.D., Pittsfield
John F. Marcus, Walpole
Joelle McDonough, Esq., North Adams
Jennifer Thompson, Williamstown
Mary K. Grant, Ph.D., President, Ex-officio

PRESIDENT

Mary K. Grant
B.A., North Adams State College, 1983
M.S., University of Massachusetts, 1986
Ph.D., Brandeis University, 2000

VICE-PRESIDENT FOR ACADEMIC AFFAIRS

Stephen A. Green
B.A., City College of the City University of NY, 1967
Ph.D., City University of New York, 1978

VICE-PRESIDENT FOR ADMINISTRATION AND FINANCE

James A. Stakenas
B.M.E., Central Michigan University, 1975
M.M., Central Michigan University, 1979
Ph.D., University of Nebraska, 1985

VICE PRESIDENT FOR ENROLLMENT MANAGEMENT AND EXTERNAL RELATIONS

Denise Richardello
B.S., North Adams State College, 1977
M.Ed., North Adams State College, 1981

CHIEF ADVANCEMENT OFFICER AND PRESIDENT OF THE MCLA FOUNDATION

Marianne Drake
R.N., Mercy Hospital, 1972
B.A., Smith College, 1993

DEAN OF STUDENTS

Charlotte F. Degen
B.A., North Adams State College, 1973
M.Ed., Springfield College, 1974
CAGS, University of Massachusetts, 1994

DEAN OF ACADEMIC AFFAIRS

Monica Joslin
B.S., University of Oslo, Norway
M.S., University of Oslo, Norway, 1978
Ph.D., State University of New York, Albany, 1983

ASSOCIATE DEAN OF INFORMATION TECHNOLOGY

Peter H. Allmaker
B.A., Williams College, 1974
M.Ed., Framingham State College, 1980

ASSOCIATE DEAN OF LIBRARY AND INFORMATION SERVICES

Allen S. Morrill
B.A., Hanover College, 1983
M.L.S., Indiana University School of Library
Information Science, 1985

ASSOCIATE DEAN OF CONTINUING EDUCATION

Nicolas A. Spina
B.A., University of Hartford, 1977
M.B.A., Rensselaer Polytechnical Institute, 1993

NOTICES

Accommodations for the Handicapped Policy

In attempting to ensure the rights of all persons to obtain access to courses for which they are qualified, Massachusetts College of Liberal Arts has established policies for advising, registering, evaluating, and keeping records of disabled students.

These policies recognize that 1) the responsibility for academic performance ultimately lies with the student 2) academic decisions lie with the involved faculty 3) modifications can only be made by the department responsible for the course. These policies should, in effect, act as a framework to ensure that the rights of every disabled student are protected while academic standards are preserved.

These policies apply to students who declare a disability.

Personal Care Attendant

Under disability law, obtaining a personal care attendant is the student's responsibility. Students who require a personal care attendant must make arrangements for this service prior to arriving on campus and maintain it throughout their residency. The College reserves the right to verify compliance with this policy.

An Act Excusing the Absence of Students for their Religious Beliefs

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any such examination or study or work requirement, shall be provided with an opportunity to make up such examination, study, or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his/her availing him/herself of the provisions of this section.

Notice to Students

The rules, regulations, policies, fees and other charges, courses of study, and academic requirements that appear in this catalog were in effect at the time of its publication. Like everything else in this catalog, they are published for informational purposes only, and they do not constitute a contract between the College and any student, applicant for admission or other person.

Whether noted elsewhere in this catalog or not, the College reserves the right to change, eliminate, and add to any existing (and to introduce additional) rules, regulations, policies, fees and other charges, courses of study and academic requirements. Whenever it does so, the College will give as much advance notice as it considers feasible or appropriate, but it reserves the right in all cases to do so without notice.

The listing of a course in this catalog is not a guarantee that the course will be offered in any particular semester: course offerings are subject to change in response to student enrollments, faculty availability, changes in program requirements and other circumstances.

INFORMATION RELEASE

Family Educational Right and Privacy Act

Parents and students are hereby notified that Massachusetts College of Liberal Arts complies with the provisions of federal laws governing the privacy and disclosure of student information. The College has adopted a policy for assuring this privacy. This policy defines types and locations of education records, stipulates student and parent rights, describes procedures for parents and students to review and inspect educational records and provides a procedure to file complaints concerning alleged failures by the institution to comply with the federal law. The following chart indicates which personal information about students the College may legally release and which information is restricted by law and may not be released. For more information about this policy contact the Office of the Registrar.

TYPE OF INQUIRY	Another Student	Family	General Public	Faculty	College Departments	Student Organizations	Government Agencies	Prospective Employers	Other Educational Institutions
Name of Student	1	1	1	1	1	1	1	1	1
Address and Telephone Number	1	1	1	1	1	1	1	1	1
Major	1	1	1	1	1	1	1	3	1
Dates of Attendance	1	1	1	1	1	1	1	3	1
Degrees/Awards Received	3	3	3	1	1	3	3	3	1
Date of Birth	2	2	2	4	4	4	2-3	2-3	2-3
Class Schedule	2	2*	2*	4	4	4	2	2	2
Grades/Credits/GPA/Rank	2	2	2	4	4	2	2-3	2-3	2-3
Current Academic Status	2	2	2	4	4	4	2-3	2-3	2-3
Transcript (Official Copy)	x	x	x	2	2	x	2	2	2
Transcript (Unofficial/Student Copy)	x	2	x	4	4	x	x	x	x

x Not Applicable

- 1 Directory Information - Released on an individual basis to any inquiry, unless the student has requested in writing that Directory Information not be released.
 - 2 Student's written permission required.
 - 3 Verification of supplied data only.
 - 4 Released for College use only.
- * In an emergency, may be released.

Information contained in educational records may be released in compliance with a subpoena or court order.

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